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THROUGH THE EYES OF FIRST-YEAR COLLEGE STUDENTS:
THE IMPORTANCE OF TRUST IN THE DEVELOPMENT OF EFFECTIVE
ADVISING RELATIONSHIPS

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
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in the College of Education and Human Performance
at the University of Central Florida
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ABSTRACT

This research was conducted to better understand how first-year college students make sense of the role of trust in the development of the relationship with their academic advisors and how they characterize the conditions that enhance or hinder trust in this relationship. An extensive literature review was conducted, identifying relevant scholarship concerning trust and academic advising--the history, philosophy, and professionalization of the field. Also, a brief section on distrust was presented to offer balance in the trust literature and to support the Lewicki, McAllister, & Bies' (1998) theoretical framework that guided this research endeavor. Moreover, a profile of the traditional, first-year college student was introduced, as this distinct population was asked to participate in this study and to share their unique lived experiences, detailing the relationships they have developed with their academic advisors. A phenomenological research design was employed, collecting participant data via in-depth interviews, an advisor/trust orientation exercise, and member checking. After these data were collected, the Moustakas (1994) four-step approach to data analysis was utilized as a means of data reduction. Eight traditional, first-year college students participated in this research endeavor, and all indicated that the role of trust was important in the development of the relationship with their academic advisors. Also, they isolated four trust characteristics that may enhance trust in their advising relationships: initiative, knowledge/expertise, kindness, and reliability. Likewise, the inverse of these named trust facets may hinder trust in their advising relationships. These new discoveries offer powerful insights for advancing the field of collegiate level academic advising.

Keywords: academic advising, academic advisor(s), advising relationships, first-year college student(s), freshman, relationships, trust

This dissertation is dedicated to my mother, Connie.

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CHAPTER 1 INTRODUCTION

THE IMPORTANCE OF TRUST IN FIRST-YEAR ACADEMIC ADVISING

Background

The field of collegiate level academic advising has evolved, as the need to develop relationships between students and advisors has increased (Holmes, 2004). According to Crockett (1985), the role of an academic advisor has shifted from a prescriptive task to a developmental activity. “The foundation for academic success begins when the student builds positive relationships with his/her advisor” (Coll, 2007, p. 8). The connections college students make with their academic advisors is of particular importance in ensuring academic achievement and persistence to graduation (Holmes, 2004).

An academic advisor must understand the needs, worldviews, environments, and motivations of his/her students (Coll & Draves, 2009). The journey through college is filled with many obstacles and transitions; an academic advisor will need to take on the role of a life counselor resolving academic, social, and personal dilemmas, thus guiding students to the successful completion of their goals. Advising is a crucial piece of the academic mission in American higher education institutions, as it centers on students’ entire development (Cuseo, 2003; Frost, 1991). This role encourages the sharing of accountability between the advisor and student in the advising relationship (Frost, 1991; Habley, 1988a).

In order for an academic advisor and student to build a vested interest in one another, trust must be established in the advising relationship. Trust is an indispensable component in the establishment of relationships (Larzelere & Huston, 1980). The

development of trust allows both parties to flourish in the relationship, ensuring that they are satisfied and loyal to one another (Carvalho & Mota, 2010). A trusted advising relationship aids in shaping positive attitudes, combating attrition, improving academic success, and strengthening the overall collegiate experience for students (King, 1993).

The ability of academic advisors to establish trust and develop relationships with their students, whereby students feel confident that their best interests are a priority, is imperative, especially when discussing information that involves academic, personal, and/or social matters (King, 1993). A thorough understanding of how advising relationships are developed is critical to advancing the field of collegiate level academic advising (Light, 2001). Exploring the dynamics of the advising relationship, with trust as an essential facet in building a rapport, guided this research endeavor.

Problem Statement

Trust plays an important role in the building of relationships among students and their academic advisors (Crookston, 1972). If effective advising relationships cannot be forged, the potential for academic advisors to be successful in advising their students may be reduced. This study focused on traditional, first-year college students, specifically, as they are one of the most vulnerable populations in all of American higher education. First-year college students face noteworthy challenges such as poor academic performance, a decline in social engagement, disciplinary issues, behavioral problems, and/or attrition. Many students entering their first year of college will experience big changes (Pascarella & Terenzini, 1991). According to ACT (2002), nearly 28% of this population will not persist beyond their freshman year. Academic advisors who take the time to develop effective advising

relationships will contribute significantly to the academic success of first-year college students (Upcraft & Gardner, 1989). The absence of trust connecting students and their academic advisors may considerably weaken the quality of the advising relationship which could possibly result in adverse student outcomes such as poor academic performance, disciplinary issues, or ultimately attrition.

Inadequate academic advising is the characteristic most associated with student attrition (Wyckoff, 1999). The quality of the relationships developed between students and significant members of their institutions directly correlates with persistence to graduation (Noel, 1976). According to Crockett (1985), academic advising is the one student service that is needed by all first-year college students and has the potential to significantly increase their persistence to graduation. Academic advisors play a decisive role in American higher education and have been charged with guiding students towards achieving their academic and/or personal goals. The main objective of academic advising is to assist in combating the attrition of college students (Tuttle, 2000; Wyckoff, 1999). Academic advising is highly correlated with student motivation, involvement, and persistence to graduation (Astin, 1993; Chickering & Gamson, 1987; Frost, 1991; Pascarella & Terenzini, 1991; Tinto, 1993). Academic advisors are encouraged to focus their efforts on the development or the shaping of students. They offer strong academic, personal, and/or social support which assists with retention. As a result, the actions of effective academic advisors provide college students with the opportunity to be successful, thereby strengthening the likelihood of persisting to graduation and completing their degrees.

Rationale for the Study

The relationship students build with academic advisors is critical to their success in college (Light, 2001). Academic advising practitioners become mentors, guides, and friends to their students (Carvalho & Mota, 2010). According to Carvalho and Mota, trust is an essential element in forging a relationship between two individuals and assists with the building of loyalty. If trust is established between students and academic advisors, the outcomes for students are positive (Van Maele & Van Houtte, 2010). When students and their academic advisors show genuine interest in each other, they will likely be more satisfied, persist to graduation, and achieve personal and academic success (Beal & Noel, 1980; Kramer, 2001).

Academic advising sets the stage for a successful collegiate experience (Kramer, 2001). There is more to the position than just academic advising, as college students may look to their advisors for advice about academic, personal, and/or social matters. Petress (1996) stated that academic performance is directly linked to the emotional, physical, and mental health of students; these issues are relevant to the academic advising role. It is imperative that college students trust their academic advisors, as they will feel more comfortable in revealing personal issues that may hinder their academic achievement. Trust, as the foundation for the development of advising relationships, may help academic advisors become more successful in relating to their students. According to Crookston (1972), an advising relationship rooted in trust and shared accountability will contribute to student success by supporting college students in achieving their personal, academic, and/or career objectives. Tinto (1987) and Astin (1993) have shown the importance of building relationships among college students and significant members of the academy; though, as

noted by Crookston (1972), there is a gap in the research focused on the utility of trust in the advising relationship.

Theoretical Framework

Lewicki, McAllister, and Bies (1998) provided a framework that describes trust and distrust existing concurrently in relationships. This model, “Integrating Trust and Distrust: Alternative Social Realities” (p. 445), represents the complex nature of relationships, as parties will experience moments of both low and high trust and/or distrust. It is a realistic notion that all parties involved in relationships will have parallel feelings of trust and distrust during the course of their association. This novel framework was selected as it provides a rational view of trust in relationships and is consistent with the research literature on how trust is indispensable to relationship development.

According to Lewicki et al. (1998), the constructs of trust and distrust must not be placed on a continuum where they are considered linear opposites. Instead, they should be viewed as separate, but interrelated dimensions. This key feature of the model breaks from the traditional view that trust and distrust are polar opposites positioned on a scale; rather, they are distinct paradigms. The dynamics that add to the development and erosion of trust, as well as the influences that support the initiation or rejection of distrust exist together in relationships (Lewicki et al., 1998). The volatility of trust and distrust occurs through recurring exchanges, as both members engaged in the relationship progress through a myriad of facet-specific exchanges that yield overt outcomes (Lewicki et al., 1998).

In Figure 1 (Lewicki et al., 1998), four distinct relationship conditions, or quadrants, of low and high trust and/or distrust are highlighted. Each condition is characterized by a

unique set of trust or distrust facets with its own distinct strengths that enhance trust in the relationship and challenges that hinder trust in the relationship. This theoretical framework was used in this research to illustrate the role of trust in the development of the relationship between first-year college students and their academic advisors. The most effective relationship condition is found in quadrant 2. In this quadrant, there is high trust and low distrust, interdependence is promoted, opportunities are pursued, and positive student outcomes should be expected. Conversely, the least effective relationship condition is found in quadrant 3. In this quadrant, there is low trust and high distrust, interdependence is managed, and positive student outcomes cannot be assumed.

This theoretical framework proposes four distinct relationship conditions (quadrants) which are characterized by specific trust facets. Each of these quadrants indicates the possible type or level of involvement among individuals in a relationship. These conditions are described in further detail in the following paragraphs.

Under conditions of low trust and low distrust, an individual has no reason to trust or be suspicious of the other person. This type of relationship is likely categorized by a limited number of trust facets. Over time and with increased interdependence, knowledge of the other person in the relationship will grow, providing a firm set of beliefs about the other's trustworthiness. Individuals in this condition are not likely to engage in any relationship dynamics requiring interdependence or act in a way that risks vulnerability (Lewicki et al., 1998). Discussions among persons in this condition are likely to be casual, not intruding on the privacy of either party.

High Trust Characterized by Hope Faith Confidence Assurance Initiative	High-value congruence Interdependence promoted Opportunities pursued New initiatives	Trust but verify Relationships highly segmented and bounded Opportunities pursued and down-side risks/vulnerabilities continually monitored
	2 4 1 3	
Low Trust Characterized by No hope No faith No confidence Passivity Hesitance	Casual acquaintances Limited interdependence Bounded, arms-length transactions Professional courtesy	Undesirable eventualities expected and feared Harmful motives assumed Interdependence managed Presumption; best offense is a good defense Paranoia
	Low Distrust Characterized by No fear Absence of skepticism Absence of cynicism Low monitoring No vigilance	High Distrust Characterized by Fear Skepticism Cynicism Wariness and Watchfulness Vigilance

From "Trust and Distrust: New Relationships and Realities," by R. J. Lewicki, D. J. McAllister, & R. J. Bies, 1998, *Academy of Management Review*, 23, p. 445. Copyright 1998 by JSTOR. Adapted with permission (Appendix A).

Figure 1. Integrating Trust and Distrust: Alternative Social Realities

Under conditions of high trust and low distrust, one has confidence in the other person's word with little reason to be distrustful. This type of relationship is characterized by mutual interdependence where interested parties are assured that partners are pursuing

common objectives (Lewicki et al., 1998). The trust facets reflect positive experiences and act to reinforce trust in the relationship (Lewicki et al., 1998). Persons in this condition pursue growth in their relationship, and in doing so, expand the “mutually beneficial interdependencies” (Lewicki et al., 1998, p. 446). According to Deutsch (1962), this condition stimulates interdependence and partnership. Discussions between parties in this condition are typically complex and rich, and reflect a mutual awareness and understanding.

Under conditions of low trust and high distrust, one has no reason to trust the other person and sufficient evidence to be suspicious. It is nearly impossible to sustain effective interdependence over the course of a relationship (Lewicki et al., 1998). The trust facets reflect negative experiences and perpetuate distrust in the relationship. Discussions among individuals in this condition are often cautious and guarded. This condition is problematic in the preservation of relationships (Lewicki et al., 1998).

Under conditions of high trust and high distrust, one has cause to trust certain aspects of another person but must be suspicious in other respects (Lewicki et al., 1998). This association is typically characterized by “reciprocal interdependence, where relationship partners have separate as well as shared objectives” (Lewicki et al., 1998, p. 447). The trust facets reflect both positive and negative experiences and assist in reinforcing particular aspects of trust and distrust in the relationship. In order to withstand this type of relationship, one must take action to limit interdependence to the facet links that inspire distrust and embrace the facet connections that stimulate trust.

Research Questions

1. How do first-year college students make sense of the role of trust in the development of the relationship with their academic advisors?
2. How do first-year college students characterize the conditions that enhance trust in the development of the relationship with their academic advisors?
3. How do first-year college students characterize the conditions that hinder trust in the development of the relationship with their academic advisors?

Definition of Terms

Academic Advisor. A professional staff member from an institution of higher education who provides insights or direction to students about academic, social, or personal matters (Kuhn, 2008).

Advisee. The person being advised (in this context, the student).

Effective Advising Relationship. An advising relationship focused on student achievement and persistence to graduation.

First-Year Student (Traditional). A student between 18 and 20 years of age who enters an institution of higher education without any previous collegiate experience.

Mentor. A knowledgeable and experienced individual who provides guidance to a protégé (Campbell & Campbell, 1997).

Protégé. A less knowledgeable and less experienced individual who seeks the counsel of a mentor (Campbell & Campbell, 1997).

Trust. “One party’s willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c), competent, (d) honest, and (e) open” (Hoy & Tschannen-Moran, 1999, p. 189).

Trustee. The individual in whom trust is placed (Mayer, Davis, & Schoorman, 1995).

Trustor. The individual granting trust (Mayer et al., 1995).

Limitations

The role of trust in the development of advising relationships was the premise of this investigation. Thus, there was the possibility that the traditional, first-year college students who were interviewed may not have had a sufficient opportunity to develop a meaningful relationship with their academic advisors.

Delimitations

Participants were limited to traditional, first-year college students who had entered the university without any previous collegiate experience, were between 18 and 20 years of age, and had completed at least two advising sessions with their academic advisors. Students who had previous collegiate experience or who fell outside of the stated age requirement were not included in this study. Moreover, the students’ academic advisors were not interviewed, as the focus of this scholarship was on the thoughts and feelings of these first-year college students, as experienced from their point of view. Their interpretations have been conveyed as they have been seen--through their eyes.

Positionality

At the beginning of my first-year in college, I visited the academic advising office prior to registration. It was packed with a diverse group of students and a brooding staff. I patiently waited in an elongated line to put my name on a list at the front desk and then sat in a large, square waiting room. A member of the advising team would periodically call a student's name in the style of "next." The lucky student was then led down a long hallway to an individual advising office. The sound of the waiting room was a mixture of talking, typing, and electronic gadgets. The office had the feel of an assembly line rather than a place that would assist me with my academic and personal development. Eventually, I was called to an individual room where I met my academic advisor. This person seemed to have no better knowledge of the degree programs than I did. Moreover, this individual did not seem to take a personal interest in my long-term aspirations or me. I left the office with the feeling that I had wasted my time. I felt alone and was left to my own devices. Fortunately, my mother was a huge inspiration and kept me motivated. In addition, I had some wonderful professors in the first two years who took a personal interest in me and ensured my success by providing the right amount of encouragement and support.

As a senior, I had the opportunity to participate in a mentor/protégé research study. The investigator was interested in exploring the dynamics of this unique type of relationship and had set up a team of researchers to investigate the interaction among the assigned mentors and protégés. The project included two types of participants: mentors who had junior or senior standing and protégés who were first-year students who needed assistance with issues related to collegiate life.

At the mandatory orientation, I was assigned as a mentor by a member of the research team and was responsible for a series of meetings over the three-month duration of the study. The mentors and protégés benefited from a short training session and were informed of the purpose of the investigation. I was charged with initiating a weekly, one-hour conversation session with a freshman student who was having an academic, personal or social issue, and to address any concerns he/she might be experiencing. These arranged discussions were videotaped and later reviewed by the investigator. At the end of each session, I would provide advice about the issues discussed. At the beginning of each new session, the student would discuss the progress made from the previous week.

My role as a mentor did something that I did not expect. It provided me with a deep level of satisfaction, as I was making a difference in the life of my protégé. It also had a positive effect on shaping my career interests and future aspirations. The mentor/protégé research study, along with my own advising experiences, sparked my interest in first-year students and my curiosity as to how a relationship develops between a mentor and protégé, or an academic advisor and student. The genesis of this dissertation originated from my volunteer and personal advising experiences and has been the impetus for the pursuit of this research endeavor.

In addressing any personal biases, I have never formally held the position of academic advisor, so I must consider that my thoughts and feelings about this advising function are likely more similar to those of a mentor. I recognize, however, that the role of an advisor is not necessarily to be a mentor and that a student is not always going to be a protégé. There are similarities and differences, but my enthusiasm for the mentor/protégé relationship could have distorted my views of the mission of academic advising. It is

possible that I could have made inaccurate judgments about those who were not living up to my expectations of academic advisors. Conversely, this could be a real strength, as I could provide a new lens through which to view the profession, as someone who is not an insider.

Summary

The objective of this chapter was to introduce the recent shift in the field of collegiate level academic advising as it has moved from a prescriptive task to a developmental advising process. Likewise, it was my goal to illustrate just how this evolution has fundamentally altered the way this student service is now being administered. The focus of this field now centers on the development of effective advising relationships rooted in trust and mutual accountability or interdependence. I have also revealed the need for further research in the area of advising relationships and have presented the challenges for American higher education if a better understanding of advising relationships is not achieved. In this chapter, I have provided an overview of the direction of this research, highlighted my potential biases, and discussed how this study will contribute to the research literature. In conclusion, I have underscored the important role of trust in the development of effective advising relationships and have stressed how this type of rapport may yield positive student outcomes such as higher student satisfaction, a greater persistence to graduation, and the attainment of personal, academic, and/or career goals.

CHAPTER 2 LITERATURE REVIEW

TRUST, ACADEMIC ADVISING, AND THE FIRST-YEAR COLLEGE STUDENT

Preamble

In this chapter, it was my objective to merge two pillars of academic literature concerning trust and academic advising--the history, philosophy, and professionalization of the field. In addition, I have briefly touched on first-year students, as this group was the focus of this investigation. The topic of distrust was added to support the selected theoretical framework and provide balance in the trust literature.

First, literature on trust is presented from a multidisciplinary perspective, showing how this construct assists in the development of relationships. Trust is typically studied within the social sciences and business. The diverse trust literature from these stated disciplines is integrated, providing a balanced account of this concept. To further explain the theoretical framework, literature on distrust and “the new reality” are reviewed as a way of showing the damaging effects this construct has on relationships.

Next, literature on the history, philosophy, and professionalization of academic advising, and a brief profile of the first-year student is presented. The objective was to build a case for the significance of the academic advising function within U.S. colleges and universities, to illustrate the vulnerability of the first-year college student, and to highlight the need for effective advising relationships focused on this population.

Lastly, the compilation of academic literature from these two pillars is synthesized. The chapter summary merges these topics, revealing the importance of trust in the

development of effective advising relationships. Hopefully, this unique merger of trust and academic advising literature and research will have positive implications for the field of collegiate level academic advising in American higher education.

Trust

The Impact

American society entrusts its children to schools to be educated, advised, and protected; however, very little is known about the types of relationships among the students and teachers within K-12 classrooms in the U.S. (Tschannen-Moran & Hoy, 2000).

American higher education shares this same uncertainty. Faculty and staff are trusted to educate, counsel, and protect students, but there is an inadequate knowledge of the role trust plays in the development of relationships within U.S. colleges and universities.

Tschannen-Moran and Hoy (2000) studied trust relationships in K-12 schools, e.g., faculty to faculty, students to teachers, and parents to teachers. In addition, the authors reviewed a variety of trust literature across multiple disciplines such as psychology, philosophy, and organizational research. This unique research endeavor included empirical as well as theoretical articles spanning the past four decades. Moreover, the authors engaged in a wide range of research methodologies, i.e., experimental inquiries, surveys, interviews, and longitudinal case studies. This multidisciplinary analysis has been used as a framework for the trust section of this literature review as it provided a thorough account of the intricate nature of trust as it relates to relationships in K-12 education and in organizations. Although the focus of Tschannen-Moran and Hoy's study was on K-12 educational systems

and organizations, the information from this study has applicability for American higher education.

The construct of trust is critical as American society considers its schools (Tschannen-Moran & Hoy, 2000). Baier (1986) defined trust as dependence on the competency and eagerness of others to watch over and protect rather than damage what is entrusted to their care. In K-12 education, teachers and administrators are responsible for the learning, safety, and guidance of children. American higher education has the same mission, as faculty and staff are charged with ensuring students reach their full potential through education and life skills acquired in a safe, productive environment.

The construct of trust is not only critical in education, but it is something that is experienced in a variety of situations every day. According to Tschannen-Moran and Hoy (2000), trust is required for survival in a complex society.

Tschannen-Moran and Hoy (2000) described the following:

We count on the people who grow and process our food and medicines to do so properly; we depend on those who build our houses to do so sensibly; we rely on others with whom we share the roadways to obey traffic laws; we trust those who hold and invest our money to deal with it honestly; we depend on our government to maintain the safety of our infrastructure and to protect us from aggressors. (p. 549)

In most aspects of people's lives, they depend on others for their own security and wellbeing, and expect these individuals to behave in agreement with the expectations established by society's rules, laws, and governance. Trust is subject to persons having an adequate level of confidence that their needs will be met. The level of confidence one places in another is a significant indicator of trust (Lewicki et al., 1998).

Zand (1971) stated that trust is more than a feeling of affability or kindness. It is the careful regulation of one's reliance on another. Baier (1986) affirmed that trust is the reliance on others' competence to look after another, keeping his/her best interests in mind. Deutsch (1960) stated that trust is an individual's confidence in the intentions and abilities of another, and that this trusted person would behave according to a particular expectation. In conditions of interdependence, trust helps to reduce uncertainty about another in the relationship (Holmes & Rempel, 1989; Luhmann, 1979).

Trust is an essential factor in building the foundation for relationships (Rempel, Holmes, & Zanna, 1985). It is the belief in another person that his/her word, pledge, or statement will be honored (Rotter, 1967). A vital element of a healthy society is the construct of trust as it affects the manner in which individuals work together and express their thoughts and feelings in relationships (Baier, 1986; Parsons, 1960).

The Definition

Trust is not a simple construct to define, as its characteristics are complex in nature. This concept is multifaceted; it has been well recognized that its bases and degrees can vary as contingent on the circumstances involved in the relationship (Tschannen-Moran & Hoy, 2000). Hosmer (1995), stating that trust was difficult to define, indicated that "There appears to be widespread agreement on the importance of trust in human contact, but unfortunately there also appears to be an equally widespread lack of agreement on a suitable definition of the construct" (p. 380).

Tschannen-Moran and Hoy (2000) began their theoretical study of trust by exploring the multidisciplinary literature for descriptions of this construct. In philosophy, trust is

connected with admiral and honest conduct (Baier, 1986; Hosmer, 1995); in economics, trust is a sensible computation of rewards and penalties (Coleman, 1990; Williamson, 1993); in psychology, trust is understood as the willingness to rely on another, or to relinquish vulnerability to an individual (Frost, Stimpson, & Maughan, 1978; Rotter, 1967). From a managerial standpoint, trust is typically a cooperative decision that another party will not take advantage, will act in an authentic manner, and will make a genuine attempt to conduct him/herself in a way that is consistent with noble business practices (Bradach & Eccles, 1989; Cummings & Bromily, 1996).

A number of recurring themes appeared throughout the literature despite the specific academic discipline under investigation. The facet of trust that appeared in the majority of descriptions was vulnerability (Bigley & Pearce, 1998). The level of comfort during this state of vulnerability has been linked with the extent of trust in the relationship. Mishra (1996) suggested this comfort level was based on faith or an assurance that the trusted other is knowledgeable, dependable, and receptive.

There are two general viewpoints of trust from the research literature. First, trust has been viewed as a belief, feeling, or expectation about another's trustworthiness, which comes from experience and reliability (Rotter, 1967). Rempel, Holmes, & Zanna (1985) stated that trust evolves from previous experiences and prior exchanges; thus, it is cultivated as the relationship matures. Second, trust has been regarded as a behavioral intention that reflects a dependence on a partner and is comprised of vulnerability and insecurity (Deutsch, 1962; Zand, 1971). According to Lewicki et al. (1998), trust is defined in terms of "positive expectations regarding another's conduct" (p. 349). Moorman, Zaltman, and Deshpande (1992) suggested that trust is comprised of both behavioral and faith components. If one

feels that an individual is dependable without yielding interdependence, the level of trust is restricted. If an individual relies freely on another with the expectation that the individual will act in a way that maximizes the achievement of personal objectives and reduces negative consequences, trust is established (Ellison & Firestone, 1974).

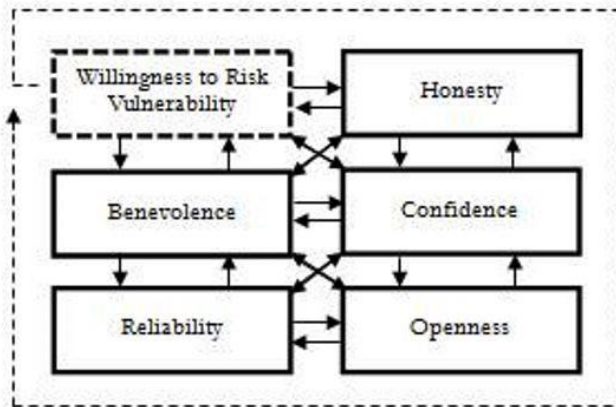
The construct of trust is multifaceted, and its features can be divided into smaller units and explored individually. The following description offers a glimpse into the intricacies and complex nature of the trust construct.

Butler and Cantrell (1984) defined trust as:

The multidimensionality of trust includes (a) integrity, honesty, and truthfulness; (b) competence, technical and interpersonal knowledge and skills required to do one's job; (c) consistency, reliability, predictability, and good judgment in handling situations; (d) loyalty or benevolent motives, willingness to protect and save face for a person; (e) openness or mental accessibility, willingness to share ideas and information freely. (p. 19)

Facets

Hoy and Tschannen-Moran (1999) offered a multidimensional model of trust comprised of six facets: willingness to risk vulnerability, confidence, benevolence, reliability, honesty, and openness. These important facets are revealed independently and have been shown via factor analysis to covary together, establishing a logical notion of trust. Figure 2, which provides an illustration of my conceptualization of this model, seeks to explain how these particular facets contribute to this construct.



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Figure 2. Facets of Trust (A)

The willingness to risk vulnerability, or relying on another individual to assist in achieving a particular outcome, builds trust in that person (Tschannen-Moran & Hoy, 2000). According to Deutsch (1973), trust is the readiness to put oneself at risk, either through intimate disclosure, faith in the word of another, or giving up instant gratification for future rewards. Interdependence is crucial in order to achieve trust in relationships (Tschannen-Moran & Hoy, 2000). If there is no need for a trusted relationship, then interdependence is insignificant. Awareness of the predetermined risks, including the possibility that an outcome might not be favorable, but proceeding, establishes trust among two individuals (Tschannen-Moran & Hoy, 2000).

Having confidence that an individual's abilities, actions, and behaviors will ensure a favorable outcome helps to establish trust in the relationship (Tschannen-Moran & Hoy, 2000). Without confidence, the level of trust is decreased significantly. Trust is the degree to which a person can feel confident in the presence of uncertainty and be assured of a

positive end (Kee & Knox, 1970). This facet is puzzling, as it is unclear as to whether or not confidence is based on the behavior of the person in the condition of susceptibility.

Deutsch (1960) stated if individuals engage in an action that raises their vulnerability to another individual, it is challenging to discern the motivation for such a decision. The resolve to put oneself in a position of susceptibility may be driven by an assortment of reasons such as necessity, optimism, compliance, impulsivity, innocence, faith, and confidence (Tschannen-Moran & Hoy, 2000).

Benevolence is an essential facet in establishing trust (Tschannen-Moran & Hoy, 2000). Mayer et al. (1995) wrote that benevolence is the genuine desire of the trustee to want to do good for the trustor. For example, in a mentor/protégé relationship, mentors are not required but want to provide protégés with helpful information and guidance to assist in their development. This facet indicates there is some type of attachment between both parties in the relationship. It is the pledge that the trustee will not take advantage of the trustor when the opportunity arises (Cummings & Bromily, 1996).

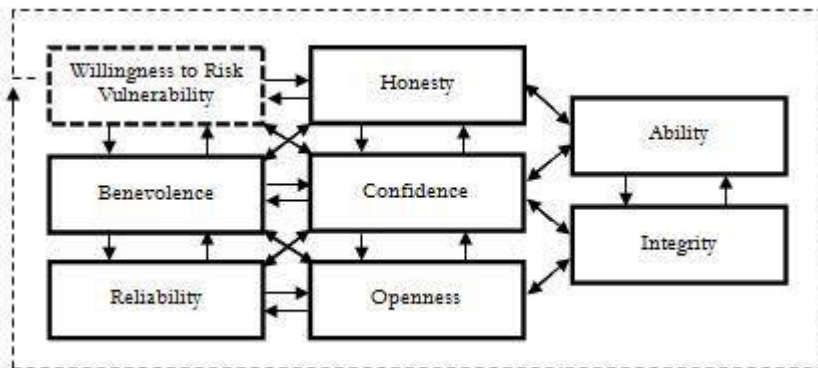
Reliability, or consistency of behavior over time, builds trust (Butler & Cantrell, 1984; Hosmer, 1995). Trust is inextricably related to predictability or the reliability of a person's actions or behaviors. Trust is determined by the feelings of assurance and security in the reactions of another and in the level of strength of the relationship (Rempel et al., 1985). By itself, reliability is inconclusive as a definition of trust, as individuals can be consistent in harmful behavior, e.g., regularly hateful or scheming (Butler & Cantrell, 1984; Hosmer, 1995). If individual security is reduced or blemished by another in a manner that is predictable, behavioral assumptions may be met; however, the ability to trust this person is diminished (Tschannen-Moran & Hoy, 2000).

One must sustain a certain level of competence in the relationship for another to develop trust in that individual (Tschannen-Moran & Hoy, 2000). Good intentions are not enough to establish trusted relationships. The person depended upon must have an adequate amount of knowledge or proficiency in fulfilling a certain expectation (Tschannen-Moran & Hoy, 2000). An individual must be satisfied with the other's competence level prior to offering their trust in that person.

An individual who tells the truth, or is honest, is likely to be trusted. Honesty is linked with a person's character and authenticity (Tschannen-Moran & Hoy, 2000). According to Rotter (1967), trust is defined as "the expectancy that the word, promise, verbal or written statement of another individual or group can be relied upon" (p. 661). A level of constancy among the words and actions of another exemplifies honesty. The authenticity of behavior has been linked with trusted relationships (Tschannen-Moran & Hoy, 2000). Honesty is an important element of trust, as documented by various scholars (Baier, 1986; Butler & Cantrell, 1984; Cummings & Bromily, 1996; Hoy & Tschannen-Moran, 1999).

The quantity of relevant material not withheld in the relationship is defined as openness; revealing such information can strengthen the level of trust between two individuals (Butler & Cantrell, 1984). Openness can provide reciprocal trust, as it assists in developing a confidence that the other person is trustworthy (Tschannen-Moran & Hoy, 2000). Individuals who withhold information can generate distrust. It is important to be open and truthful with others. With consistency in this behavior over time, one may develop a reputation of being trustworthy.

Mayer et al. (1995) presented an organizational model of trust, the framework of which is also facet based. According to Mayer et al., the facets that make up the construct of trust include: ability, integrity, and benevolence. There was overlap between one of the trust facets between this organizational model and the Hoy and Tschannen-Moran (1999) multidimensional model of trust. Benevolence was a shared facet; however, ability and integrity were new facets not yet explored. In an effort to build upon the Hoy and Tschannen-Moran (1999) multidimensional model of trust and to align these particular facets with the Lewicki et al. (1998) theoretical framework, these new trust facets have been integrated in this research with the existing model, developing a new, bolstered theoretical archetype that consists of eight trust facets. Figure 3 illustrates a conceptualization of the integration of these two models which explains this synthesis.



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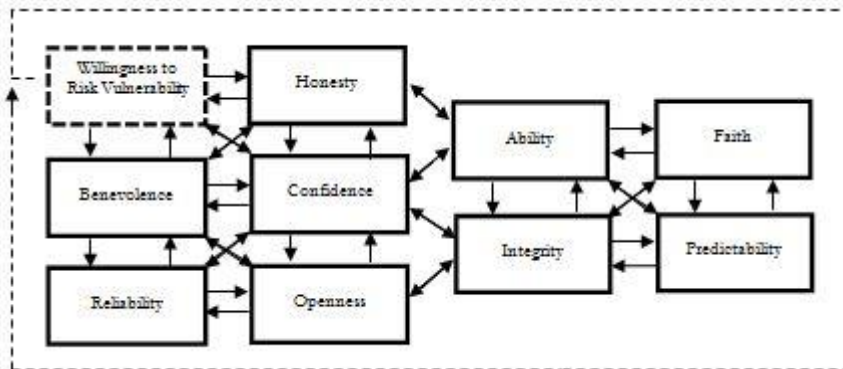
Figure 3. Facets of Trust (B)

Ability is defined as a set of applicable skills, talents, and characteristics that have an impact within a precise field (Mayer et al., 1995). Having a particular ability, including a

requisite skills set and adequate knowledge to complete a task or to succeed at an assignment, provides a certain level of confidence in an individual. Zand (1972) spoke of trust as being domain specific in that a person's ability and the level of confidence in that individual is specific to a single domain or field.

Integrity is a facet of trust that is defined by “the adherence to and acceptability of principles” (Mayer et al., 1995, p. 719). It is the perception that trustees are firm in their beliefs and do not deviate from certain standards. This trust characteristic is essential in the development of trust. It is linked with consistency of behavior, which can be powerful in building trust over time. However, if that dependability is broken, the level of trust will suffer immensely.

Rempel et al. (1985) offered an interpersonal relationship model of trust that was also facet based. According to Rempel et al., the facets that make up the construct of trust include: predictability, reliability, and faith. Again, there was overlap between one of the trust facets as reliability was shared. However, predictability and faith are two new facets not yet explored. In an effort to continue building upon the existing unified model of trust and to align it with the Lewicki et al. (1998) theoretical framework, these new trust characteristics from the Rempel et al. (1985) interpersonal model of trust have been integrated with the Hoy and Tschannen-Moran (1999) multidimensional trust model and the Meyer et al. (1995) organizational model of trust, constructing an updated, more robust version of this theoretical archetype. Figure 4 offers an illustration of this new trust model, now conceptualized to include 10 facets of trust.



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Figure 4. Facets of Trust (C)

The predictability of an individual's behavior is directed by a variety of influences including such basic features as the steadiness of behavior over time and certainty of the environment. The ability to predict a person's behavior relies heavily on knowledge linking the consistency of reactions in the past and an understanding of the reward possibilities promoting potential future actions (Rotter, 1980). It is likely that predictability relates to the extent of past experience in the relationship and the degree to which this understanding indicates consistency, stability, and control over time.

The final piece of the model is faith, which requires that trust is not fixed to previous involvement. In established relationships, the future is full of novel situations and conditions where past or present experiences are not a defined indicator of trust. Faith is a belief held in the existence of similar probable alternatives where relevant but inconclusive evidence is recognized as inadequate to either approve or reject (Rempel et al., 1985). These presently held beliefs offer greater assurance that future involvements will prove to be trustworthy. There is no promise, however, that the hopes and wishes invested in the

relationship will be realized. Faith provides emotional safety whereby individuals look past the existing evidence and feel assured that the other person in the relationship will be receptive and considerate despite an uncertain future.

Each of these facets plays a substantial part in the development of trust, but one must be willing to risk vulnerability to another and rely on that person in order to build trust in the relationship. By integrating these three theoretical models and uniting their trust facets, it was my objective to illustrate the important features of trust and provide a detailed account of how this construct may be divided to form particular trust facets. The multidisciplinary nature of this new framework suggests that trust facets are interchangeable and may carry equal or unequal weight, contingent on the type of association and/or the perceptions of those in the relationship. It is also important to note that this division of trust into specific facets can be linked with the Lewicki et al. (1998) theoretical framework that guided this research endeavor.

Foundations

Tschannen-Moran and Hoy (2000) declared several common bases of trust including: disposition to trust, moods and emotions, values and attitudes, trust and diversity, calculative trust, institution-based trust, knowledge-based trust, unconditional trust, and optimal trust (p. 558). These foundations, linked with personal life experiences, assist in forming judgments and regulating the degree to which individuals are capable of trusting others. These influential bases will be described in detail over the ensuing sections.

Individuals with a disposition to trust have a demeanor that makes them more willing to offer trust (McKnight, Cummings, & Chervany, 1998). Rotter (1967) predicted

that individuals' trust histories would guide their trust dispositions. A person who had dependable experiences in life would typically be more trusting, but an individual who had been accustomed to disappointment from others backing out of their word would have a collective distrust in people's promises (Tschannen-Moran & Hoy, 2000). Having a disposition to trust is relevant in making the decision to trust or distrust. With no information, individuals rely on their own experiences and judgment (Rotter, 1980). This disposition does not make a person more inclined to gullibility, nor does it indicate the individual will have a "pathological trust" (Deutsch, 1958, p. 278). Despite their trusting character, individuals with this disposition are able to make their own judgments.

Schlenker, Helm, and Tedeschi (1973) conducted a research study where trust was observed and measured while participants played mixed-motive games. Individuals who had a strong disposition typically made helpful opening moves, but they did not continue to trust after they had been deceived. As the deception was increased, the 'promise credibility' element played a key role in shaping individual performance, more so than did the participants' trust disposition (Schlenker et al., 1972).

Cash, Stack, and Luna (1975) completed a research study designed to investigate behavioral measures of trust. Their findings indicated that universal trust was linked with the time it would take for a participant to fall into the arms of an agreeable person and not with readiness to reveal secrets to an outsider. Disposition to trust was revealed to have an effect on behavior. Individuals with this disposition were apt to be more trustworthy, but suspicious persons were inclined to have distrustful inclinations (Deutsch, 1958, 1960; Rotter, 1980; Wrightsman, 1966). Individuals with high trusting disposition scores were more likely to be honest and do the right thing. Persons who scored high on propensity to

trust appeared content and were regarded as better friends than individuals with a lower proclivity to trust. Also, these individuals were likely to be well-adjusted and were less dependent (Rotter, 1980; Wrightsman, 1966).

The essential underpinning for trust judgments is moods and emotions, because they present indicators regarding trust-based evidence in relationships (Jones & George, 1998). According to McAllister (1995), individuals experience emotional reactions to the level of trust in their relationships, as the nature of associations places them in vulnerable positions. If individuals are confident in their relationships, caring and genuine concern typically develops; this is likely to produce a fondness or liking of one another. Although a number of investigations have revealed a link between trust and fondness, it appears that this mood or emotion is not a precursor to the development of trust in relationships (Deutsch, 1958; Rotter, 1967).

Gabarro (1978) studied CEOs and their direct reports and discovered that once there was an establishment of trust in the relationship, a friendship typically flourished. Conversely, trust based on proficiency, good judgment, or consistency was upheld despite a personal disdain for an individual. According to Tschannen-Moran and Hoy (2000), a school principal may detest certain teachers on a personal level but trust their professional capability.

Propensity to trust is related to a person's values and attitudes (Tschannen-Moran & Hoy, 2000). Individuals make trust decisions in part based on assumptions and shared values. Values are common principles that are widely accepted and thought of as commendable, e.g., devotion, kindness, and objectivity (Jones & George, 1998). According to Sitkin and Roth (1993), trust is diminished in organizational settings when a person is

viewed as not having the same social values. If people are operating outside of the assumptions and values sanctioned by the organization, their perspectives could be labeled as suspect (Gabarro, 1978; Lindsfold, 1978). These individuals are seen as social outsiders who do not “think like us,” and may do the “unthinkable” (Sitkin & Roth, 1993, p. 371).

Individuals have attitudes and values that are made up of unique sets of beliefs and feelings they have about others. They become the filter that people use to explain and ponder their relations with others (Tschannen-Moran & Hoy, 2000). Attitudes and values assist them in evaluating others (Jones & George, 1998). As there is a large amount of uncertainty in relationships within the organizational setting, the perceptions that individuals form about one another are likely to include information regarding people’s trustworthiness based on an analysis of common attitudes and values (Tschannen-Moran & Hoy, 2000). In the K-12 school system, social trust among teachers and principals originates from a myriad of sources including a foundation of shared values and the consistency of behavior in upholding values (Bryk & Driscoll, 1988; Bryk & Schneider, 1996; Evans, 1996; Smylie & Hart, 1999).

Diversity affects the level of trust one feels towards another, as people have an affinity to others they resemble. Zucker (1986) referred to this as characteristic-based trust. Family, SES, and culture are all characteristics associated with this type of trust, which seems to be fixed in similarity (Tschannen-Moran & Hoy, 2000). In conditions of uncertainty about the shared norms of others, it may be more difficult to build an adequate level of trust with those individuals (Kipnis, 1996). An individual may have a lack of understanding regarding another culture, as their knowledge may be rooted in stereotypes or

incomplete/misleading information that can leave a person confused as to what to expect from a particular culture.

People are likely to separate into two factions: group members and non-group members (Tschannen-Moran & Hoy, 2000). This sort of classification leads to the development of biases as perceptions of others values, preferences, behaviors, and trustworthiness are formed. Group members, in contrast with outside group members, are looked upon with less suspicion and are more likely to be viewed in a positive manner. Biases regarding the motivations of non-group members may significantly reduce the ability to develop trust with these individuals. These perceived motivations are attributed to the behavior of non-group members and are linked to attitudes and values. In contrast, members of a particular group are influenced by situational factors (Allison & Messick, 1985).

Group membership biases are dangerous in a number of ways, as individuals look upon outside group members with distrust. Conversely, a large quantity of trust may be naively established among group members. People are apt to form a “leniency bias” for group members, providing them a pass when confronted with information that may ordinarily point to a lack of trustworthiness (Brewer, 1995).

Judgments about trust based on likeness or group affiliation can be harmful to organizational effectiveness. In their study of supervisory relationships, Rosen and Jerdee (1977) found that managers had low levels of trust in subordinates who were in positions of less authority, had less organizational status, and were part of a minority group. This resulted in less willingness to work together or gather data jointly when making important decisions. Tschannen-Moran (1998) illustrated a similar result as teachers working in an

inner-city district imposed trust judgments on the students and parents. Socioeconomic status had a larger impact than race. According to Tschannen-Moran and Hoy (2000), diversity presents richness, but it also creates obstacles in the development of trust in relationships.

Accepting some amount of vulnerability as one weighs the comparative risks of preserving or ending an association has been referred to as calculative trust (Williamson, 1975, 1993). It is based on rational choice, as trust is either reinforced or broken by the restraints or penalties presented (Lewicki & Bunker, 1996). Rousseau, Satkin, Burt, and Camerer (1998) stated that trust defined by dependence on penalty or restraints may not be grounded in trust, but may actually be based on low levels of distrust. For example, schoolteachers who are union leaders may have doubts regarding the benevolence of their principal, but they anticipate that this administrator will act in an appropriate manner due to the risk of penalty from the union (Tschannen-Moran & Hoy, 2000).

Institution-based trust refers to conditions under which persons offer trust on pledges that measures are in place to constrain behavior in accordance within a set of expectations (McKnight et al., 1998; Shapiro, 1987; Zucker, 1986). This type of trust is sustained through formal structures, e.g., agreements, licenses to practice medicine, or having mechanisms in place such as pledges or legal agreements (Creed & Miles, 1996). Learned behaviors or informal structures that have been established over time also bolster the construction of trust, as individuals feel confident that others will perform to the prescribed norms or risk censure (Baier, 1986).

Knowledge-based trust is contingent on valuable interactions and is reinforced by repeated exchanges among those involved in the relationship over an extended period of

time (Zucker, 1986). It takes root as individuals become acquainted with one another and feel competent in predicting another individual's behavior in a particular scenario. Prior exchanges with another person provide positive reinforcement about this individual. Knowledge-based trust is cultivated via recurring exchanges and the development of a positive reciprocal relationship (Creed & Miles, 1996). Trust between two parties is reinforced through a series of exchanges, taking risks, and fulfilling expectations between two parties.

As interdependent partners in relationships accrue unique experiences, they add additional trust-relevant information. However, these depictions of trust may have eroded over time, and may not be easily recognized (Tschannen-Moran & Hoy, 2000). Varying levels of trust may intersect with different facets of this construct producing an uneven trust. The nature of relationships is complex; thus, individuals can hold concurrent opposing views of one another that may reflect their feelings, but are unreliable as mutual sentiment. "Within the same relationships, we have different encounters in different contexts with different intentions that lead to different outcomes. These encounters accumulate and interact to create a rich texture of experience" (Lewicki et al., 1998, p. 442). As relationships progress, trust develops from unfocused and vastly homogeneous to being more finely concentrated and distinguished by specific facets (Gabarro, 1978). The evolution of a relationship is contingent on a variety of trials that partners experience and face together during the course of assembling detailed trust-relevant information through repeated exchanges (Lewicki et al., 1998).

All facets might not be needed in combination for trust to be constructed, as a strong confidence in areas where there is critical interdependence can assist in the

development of trust. According to Lindsfold (1978), if one's actions and objectives are perceived as benevolent, individuals can be trusted regardless of the fact that their reliability may be in question. Gabarro (1978) conducted a study investigating the relationships between CEOs and key subordinates and found that these key individuals had an acute sense of who could be relied upon and who could not. In a business setting, the best indicator of trust was competence.

Unconditional trust, or identification-based trust, arises as individuals progress from a state of simple enthusiasm to performing interactions with each other, whereby both parties appreciate and value one another (Tschannen-Moran & Hoy, 2000). Empathy is a large component, where there is shared consideration such that the other can successfully perform in one's absence (Jones & George, 1998; Lewicki & Bunker, 1996). According to Jones and George, persons can be more open with one another and feel secure that the other will not exploit shared information for personal gain. The knowledge both parties share is a source of power.

More trust is not always ideal. Optimal trust is finding a balance between trusting too little and trusting too much. Trusting too much offers a limitation of incentives to discourage opportunism (Tschannen-Moran & Hoy, 2000). It can be harmful to trust too little, as an individual's attitude about trust can be a "self-fulfilling prophecy" (Wicks, Berman, & Jones, 1999, p. 102). It takes wisdom to decide on a suitable level of trust to place in another person. Individuals need to recognize not only when to trust others, and in what respects, but also when to be guarded with those persons (Lewicki et al., 1998). Optimal trust has been established as a level that exists between excess and restraint. "Trust levels should be appropriate to the context and may fall anywhere on the spectrum, from

minimal trust to high trust, depending on the person and situation” (Wicks et al., 1999, p. 102).

The complex nature of trust has mystified scholars for decades with its many bases and distinct variations (Tschannen-Moran & Hoy, 2000). Trust is an intricate construct that is contingent on many variables. In order to ensure balance in reviewing the trust literature, and to remain aligned with the Lewicki et al. (1998) theoretical framework, the notion of distrust is discussed briefly in the following section.

Distrust

The Impact

As trust declines, members of society engage in actions to self-protect and prepare for the likelihood of adverse behaviors from others (Limerick & Cunningham, 1993). Distrust provokes feelings of anxiety and uncertainty which may cause people to expend energy on cautiously observing the behavior of others as opposed to teamwork (Fuller, 1996; Govier, 1994). According to Tschannen-Moran and Hoy (2000), if students feel their well-being is in jeopardy, the energy that should be used for learning will be averted and utilized for self-protection. Individuals who do not have trust in one another may be less likely to take risks. This may, in turn, be harmful to the development of a trusted relationship, as a rapport cannot be forged if one is skeptical or guarded (Tyler & Kramer, 1996). In the context of advising relationships, if the student does not trust the academic advisor and a rapport cannot be established, the effectiveness of the advising may be markedly reduced. There are situations when there is no other choice but to rely on someone who is not

trusted; though, there is a tendency to avoid these types of social exchanges as much as possible (Tschannen-Moran & Hoy, 2000).

The Definition

The likelihood of adverse behavior in a relationship partner is known as distrust (Deutsch, 1960). It is the anticipation that another will not act in a productive manner and may perhaps engage in harmful or damaging behavior (Govier, 1994). Likewise, untrustworthy behavior that is expected from a particular individual may be defined as distrust (Barber, 1983). According to Lewicki et al. (1998), distrust is defined “in terms of confident negative expectations regarding another’s conduct” (p. 339). Distrust is defined by the ability to predict another person’s negative behavior when the distrusting individual has previous knowledge of the other party and knows the likely outcomes. Lewicki et al. specified that distrust is characterized by wariness and skepticism, resulting in defensive, watchful, and vigilant behaviors. This results in social constraints, which can severely limit the development of relationships.

A New Reality

Lewicki et al. (1998) stated that trust and distrust should not be placed on a continuum, as they are not polar opposites. They are separate but related dimensions. As time moves on, individuals who are engaged in a relationship will experience the same elements and conditions that contribute to both trust and distrust in their relationships. Lewicki et al. drew their ideas from Luhmann’s (1979) research. Luhmann articulated that trust and distrust may exist together, that it was possible to have both trust and distrust

operating concurrently, and that these constructs manage the complexities of relationships.

This novel concept is unlike other research reviewed on trust and distrust.

In a thorough, multidisciplinary review of trust literature spanning psychological and managerial perspectives, Lewicki et al. (1998) exposed five anachronistic perspectives of trust/distrust constructs: “(1) trust and distrust as one bipolar concept; (2) normative view of trust and distrust; (3) limited attention to social context and relationships dynamics; (4) relationships as multidimensional constructs; and (5) relationship homeostasis driven by balance and consistency” (p. 440). These five themes are explained in the following paragraph, after which Lewicki et al.’s altered view will be revealed.

Trust and distrust, as one bipolar concept accounting for both of these constructs, are opposites and should be placed on a linear scale. According to a psychological perspective (Rotter, 1971), it is as if the constructs of trust and distrust exist at the opposite ends of a trust/distrust continuum. The normative view of trust and distrust refers to trust as good and distrust as bad. Trust is seen as a required element for social order (Luhmann, 1979). Limited attention to social context and relationship dynamics underlines the fact that, even across academic disciplines, trust research has often paid little mind to the role of social milieu, as personality investigators presumed that trust surpassed context. Traditionally, scholars have placed interpersonal relationships in the unidimensional category rather than studying the entire relationship, as this explains the perception of relationships as unidimensional constructs. According to Lewicki et al. (1998), though the traditional view of relationships has been shaped by relationship homeostasis driven by balance and consistency in trusted relationships, this interpretation is now passé.

Lewicki et al. (1998) replaced two central assumptions regarding the old view of relationships with two new insights. First, relationships are multifaceted and multiplex. Subsequently, individuals engaged in a relationship may hold coinciding, divergent views about one another. Second, balance and consistency are temporary or transitional stages (Lewicki et al., 1998). These new relationship realities are described in further detail over the subsequent paragraphs.

Individuals relate to one another in many different ways, e.g., “within the same relationship we have different encounters in different contexts with different intentions that lead to different outcomes” (Lewicki et al., 1998, p. 442). This accounts for the new tenet that relationships are multifaceted and multiplex. Numerous interactions within relationships accrue over time to create a rich texture of experience. Differing exchanges over time with others engaged in the relationship will produce new outcomes and changing perceptions. According to Lewicki et al., relationships will change over time with the frequency of interactions, the length of the association, and the diversity of challenges that partners in relationships experience.

According to Lewicki et al. (1998), the traditional notion that interpersonal relationships are firmly grounded in balance and consistency is outmoded; balance and consistency are temporary states. These researchers stated that all relationships face tension, inconsistency, or dissonance, but partners will work towards a resolution. Thus, partners attempt to alleviate or reduce the level of discomfort and bring the relationship back to a consistent level. As indicated, relationships are anything but consistent. In this modern view of relationships, Lewicki et al. indicated that relationship dynamics are ever changing and must be viewed as multiplex, where the building blocks of associations are based on

facet elements that are experienced over time and through various scenarios, all giving rise to the possibility of developing trust or distrust. Lewicki et al. indicated that trust and distrust can exist concurrently in relationships; they are not separate constructs, but linked dimensions.

Academic Advising

The History

In 1636, the founders of Harvard University created the first residential university that would come to be the prototype of American higher education (Kuhn, 2008). Professors and college students lived together in dormitories under the same discipline, associating not only in lecture halls but also at mealtimes, in chambers, at prayers, and in recreation (Kuhn, 2008). Based in a Puritan classical curriculum, the objective was to produce well-educated young men who became lawyers, doctors, and ministers in a shifting American society (Kuhn, 2008).

Initially, the president and faculty served in loco parentis or in place of the parent, as they were accountable for students' academic, moral, and extracurricular development (Kuhn, 2008). Academic advising was not clearly defined and did not have a distinct role in higher education prior to the establishment of an elective system. Tutors, comprised of young men in their early 20s who had previously graduated from the university, supplemented the instructional staff. Their primary accountabilities were to assist with students' academic and disciplinary issues (Kuhn, 2008). These tutors performed as unofficial academic advisors.

In 1870, the President of Harvard University, Charles W. Eliot, implemented a new elective system in American higher education and appointed the first academic advising administrator (Tuttle, 2000). Advising administrators were held accountable for the discipline and growth of college students. According to Tuttle, there has been a growing need for this type of advising function since the elective system was first established at Harvard. The ability of students to select individual courses helped shape the need for academic advisors who could guide students through their preferred academic disciplines.

In 1876, Johns Hopkins University created a faculty advisor system. By the 1930s, organized approaches to academic advising were adopted by the majority of American colleges and universities (Bishop, 1987). After World War II, there was a significant increase in the population of college students, and this led to an array of student services. Still, academic advising was mostly viewed as a faculty role. As more research focused on faculty, the rising diversity of college students, and the issues related to college student retention, the need for trained academic advisors and comprehensive advising systems increased in importance (Frost, 1991).

In 1977, the National Conference on Academic Advising was created and held its first assembly. This was followed by the formation of the National Academic Advising Association (NACADA) in 1979. In 1981, this organization produced a specialized journal, *The NACADA Journal* (Beatty, 1991). Since its inception, this publication has produced numerous articles that have significantly contributed to the scholarship, development, improvement, and professionalization of academic advising in American higher education.

In the 1970s and 1980s, colleges and universities helped combat poor college student enrollment and rising attrition rates, bolstering interest in academic advising. Countless

institutions proposed incentives for faculty advising by establishing advising hubs and by creating coordinated advising efforts (Tuttle, 2000). These new advising hubs centered on the principle that academic advising is a developmental process similar to that of teaching rather than a prescriptive task of arranging course schedules and assessing degree requirements (Tuttle, 2000).

During the last two decades of the 20th century, American colleges and universities have expanded advising centers, as these hubs have been shown to assist in strengthening student retention, thereby improving the academic and financial stability of these institutions (Tuttle, 2000). By the beginning of the 21st century, the total number of colleges and universities with centers for academic advising had tripled. Nearly all had established the professional position of academic advising coordinator (Habley & Morales, 1998), and the need for academic advising in American colleges and universities appeared to be indispensable (Tuttle, 2000).

Organization

The structural models and delivery systems of academic advising are contingent on the type of institution (King, 1993). Who advises and how advisement is achieved has been a major focus over the last few decades (Tuttle, 2000). In 1979, the *NACADA Journal* started publishing articles on organizational models of advising and delivery systems, a topic that has been central to the field of collegiate level academic advising for years (Gordon & Grites, 1998). This journal has continued to offer valuable insights regarding the organization and delivery of advising services across the landscape of American higher education (Tuttle, 2000).

According to King (1993), four elements influence the method in which advising services are structured and delivered: (a) mission of the college or university--public or private; (b) role faculty plays in advising--motivation, contract or bargaining agreement; (c) official policies and programs--the diversity of students, mandatory special services, or undeclared; and (d) practices exclusive to the institution--sequencing of coursework, graduation requirements, and general education information (p. 47).

Tuttle (2000) detailed multiple structural models and delivery systems at work in American higher education. The primary academic advising model described across all public, four-year institutions involved faculty as advisors to students; however, its use has declined nationally. This model was known as the faculty-only model which, as of 2000, was used in only about 15% of public colleges and universities (Tuttle, 2000). In this model, students interact with a faculty member associated with their academic discipline (King, 1993). The description of this model denotes both the organizational framework and the delivery system. Though there may be a general advising coordinator, the management of advisors is usually dispersed in an academic subunit (King, 1993).

The split-model of academic advising involves establishing advising centers for a particular group of students such as those who have yet to declare a major and assigning all other students to specific academic divisions (Tuttle, 2000). According to Tuttle, this model was being used by 27% of all institutions in 2000, making it the second most accepted advising method. In the split model, the preliminary advising of students is divided among faculty members in academic subunits and advising office personnel (King, 1993). The advising office has authority for advising a specific group of students, e.g., undeclared majors, athletes, etc. Once the obligations such as choosing a major have been satisfied,

however, students are assigned to academic advisors in their academic disciplines (King, 1993).

The third most popular form of academic advising has been the supplementary model where students are dispersed to faculty members, but a general advising office offers assistance to the students as well (Tuttle, 2000). This model has been used most often in private colleges and universities. According to King (1993), faculty serve as advisors. The advising office has no authority to deliver advising services and acts as a clearinghouse and referral hub. The advising office allied with this model provides resources, initiates advisor training and development, and upholds and keeps information systems up to date (King, 1993).

The total intake model involves advising staff directing all students for a specific period and moving these students to their respective academic units at a certain point in time, creating an opportunity for professional advisors to gain experience advising a variety of students (Tuttle, 2000). This model has been most common on community college campuses. Initially, until a set of institutionally preset obligations have been fulfilled, e.g., finishing the first semester or completing a particular number of credit hours, all student advising is managed by professional academic advisors in an advising office (King, 1993). The academic advising office may also be accountable for developing curriculum, the administration of instruction, the writing and enforcing of academic policies, or a combination of these tasks (King, 1993).

In the satellite model, academic advising is executed by each academic unit. This format allows for advising positions across the campus (Habley & Morales, 1998). Satellite advising centers offer advising services to all students whose majors fall within a specific

college (King, 1993). Students who have yet to choose a major typically receive academic advising services in a separate office that is responsible for advising the general undergraduate population on campus (King, 1993).

With the exception of the faculty-only model, these organizational models employ a variety of advising delivery systems (King, 1993). According to King, the primary systems of delivery include: faculty advisors, professional full-time advisors, counselors, and peer advisors. Moreover, there are paraprofessional advisors and computer-assisted advising offered. The leading delivery systems are described in further detail over the subsequent paragraphs.

Faculty advisors who teach full-time are the major group assisting students with advising services (King, 1993). One of the strengths of this delivery system is that it provides experts in the students' field of study as faculty advisors. Typically, faculty advisors have a large number of students to advise (King, 1993). This can be challenging as faculty advisors have conflicting priorities, e.g., advising vs. teaching, curriculum development, and committee work (Teague & Grites, 1980).

Professional, full-time advisors are the next major group assisting students with advising services (King, 1993). Their role is largely focused on the advising needs of college students. They are housed in a central place, work in an accessible office, and dedicate most of their time to students (King, 1993). According to King, some of the benefits of this delivery system are that professional full-time advisors are available to students. They initiate regular follow-up, have knowledge on a variety of institutional topics and policies, and are aware of activities on and off campus. They are educated in developmental theory, usually

acquired via on-the-job training, and have expert referral skills (King, 1993). Regrettably, according to King, professional full-time advisors do not receive the respect they deserve.

Counselors typically provide advising services to students at two-year colleges (King, 1993), and the counselor role stresses psychological and career development more so than does the professional full-time advisor. Counselors may view academic advising as less critical in their delivery of advising services (Crockett, 1985).

Peer advisors are more extensively used at four-year institutions than at two-year or community colleges, though this gap seemed to close by the 1990s (King, 1993). According to King, peer advisors ranked as high as faculty advisors in regard to both delivery of information and student satisfaction with advising services. Also, peer advisors rated well on relational dimensions in the advising relationship (King, 1993). Peer advisors help combat attrition as they are eagerly accepted by students, often developing relationships with them (Habley, 1979). Unfortunately, peer advisors do not typically have the knowledge of student development theory. It is essential that peer advisors are carefully selected, trained, and supervised (King, 1993).

The defined organizational advising models and delivery systems are useful in various scenarios, but King (1993) advocated for the total-intake model and delivery system as the gold standard. According to King, there are many advantages of this model: (a) it utilizes best advising resources for students at times that are critical to student success and retention; (b) it delivers well-trained academic advisors with backgrounds in development theory, who can assist students in exploring majors and programs; (c) it offers expert faculty connections; (d) it provides reprieve to heavy faculty advising schedules; (e) it coordinates advising services (p. 50). In addition, the academic advisors executing a total-intake model

work closely with other critical student services, such as admissions, financial aid, registration, counseling, and academic support offices.

Moreover, there is a centralized advising office with a full-time director that is fully staffed with all of the academic advising delivery systems possibilities, e.g., full time professional advisors, peer advisors, counselors, part-time faculty, and paraprofessionals. Within this structure, all of the advisors/counselors are carefully selected, trained and evaluated, and receive ongoing education (King, 1993).

The Philosophy

Academic advising must be unified with the educational mission of the institution and should center on the students' broad growth which includes academic, social, and/or personal development (Tuttle, 2000). It should focus on the developmental process in a way that is aligned with teaching rather than a clerical function (Crookston, 1972). According to O'Banion (1972), the purpose of academic advising must be to help students select an appropriate program of study that contributes to the development of their total potential.

The NACADA Concept of Academic Advising (National Academic Advising Association [NACADA], 2006) specified:

Through academic advising, students will learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their worldviews, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. (NACADA, 2006)

Concept

In searching for a precise definition of academic advising, I turned to the NACADA website to see if I could find information to describe and highlight this construct in my own words. It was vital for this dissertation to have a complete, operational definition of this concept that included the essential academic advising elements. The NACADA website provided a very complete concept of advising. Because of the comprehensive explanation encompassing the meaning and philosophy of academic advising, the following definitions are presented in their entirety as excerpted from the NACADA Concept of Academic Advising (NACADA, 2006).

Regardless the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising). (NACADA, 2006)

The three distinct components of academic advising (curriculum, pedagogy, and student learning outcomes), are further defined in the NACADA excerpts presented in the following paragraphs.

This curriculum includes, but is not limited to, the institution's mission, culture, and expectations of the students; the meaning, value, and interrelationship of the institute's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge. (NACADA, 2006)

The pedagogy of academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior. (NACADA, 2006)

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of taking part in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. (NACADA, 2006)

It is important to emphasize the ultimate goal of academic advising, and show how students should be able to move forward beyond the confines of the academy. According to the NACADA Concept of Academic Advising (2006),

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes. (NACADA, 2006)

Function

The lack of agreement regarding the role and purpose of an academic advisor can lead to inadequate academic advising (Wyckoff, 1999). This ambiguity may produce negative outcomes for students and can eventually lead to attrition. If the goal is to combat adverse student outcomes and attrition through high-quality academic advising, high-quality advising and how to assess it must be defined. Without an operational definition, it is difficult to measure the success of academic advising (Cuseo, 2003).

Cuseo (2003) acquired various statements from the research literature on academic advising. He integrated them with both student and advising perspectives to create three core academic advising roles or functions.

In Core Role 1, the academic advisor acts as a humanizing agent. In this role, advisors have the opportunity to interact and meet with their students outside of the classroom. College professors may vary over time. Academic advisors, however, can have sustained contact, as they may be the single institutional liaisons that have ongoing relationships with students (Cuseo, 2003). These relationships may endure throughout students' college experiences. According to Cuseo, academic advisors are uniquely positioned to develop a personal relationship with their students and to serve as humanizing figures. These individuals are people who students feel comfortable asking questions; they know their students' names, individual interests, abilities, values, and show a special interest in getting to know them, e.g., personal experiences, development, and progress toward goal completion (Cuseo, 2003).

In Core Role 2, according to Cuseo (2003), academic advisors serve as counseling/mentoring agents. Advisors are knowledgeable and experienced guides who

assist their students in navigating the bureaucracy of formal policies and administrative procedures, acting as referral agents who connect and direct their students to various campus support services, thereby helping them through the college experience (Cuseo, 2003). Academic advisors should play the role of confidante, ensuring that students feel relaxed about seeking advice, counsel, guidance, or encouragement. They should listen actively, empathetically, and non-judgmentally (Cuseo, 2003). Advisors must allow their students to explore freely their personal values and beliefs. In addition, the academic advisor can serve as a student advocate, treating students with respect and caring, as an equal, not as a subordinate (Cuseo, 2003).

In Core Role 3, the academic advisor can serve as an educational/instructional agent. Academic advisors should have the ability to share strategies for success with their students. These exchanges should bring coherence and integration to students' college experiences by endorsing the mission, curriculum, and co-curriculum (Cuseo, 2003). Advisors must personalize the content of advisement sessions for individual students and use effective questioning and conversation-starting subjects. This will assist in discovering the talents, values, and priorities of advisees (Cuseo, 2003). Academic advisors enable a connection with their students. Through a cooperative process, advisors discover the potential, purpose, passion, future life plans, and personal life choices that students face. Jointly, the advisor and student will work on developmental tasks to assist the student with problem-solving, critical thinking, and reflective decision-making (Cuseo, 2003).

Retention

Academic advising is essential to the persistence of college students (Pascarella & Terenzini, 2005; Tinto, 1993). A major function of the field of academic advising is to assist with the integration of college students, both socially and academically, into their institutions (Braxton & McClendon, 2001; Myers & Dyer, 2005). Metzner (1989) discovered that excellent academic advising has a significant but secondary effect on the retention of college students. It is accomplished through improved satisfaction of students, better grades, and a reduced proclivity to drop out. Cuseo (2003) addressed a long established, empirical association between student retention and high-quality advising in his review of multiple research studies that suggest an indirect association between academic advising and the factors related to student persistence.

According to Cuseo (2003), these indirect factors are: student satisfaction, educational and career planning/decision making, student utilization of campus support services, student/faculty contact outside of the classroom, and student mentoring (p. 5). These factors are described in the following paragraphs.

The first indirect factor is student satisfaction. There is a strong empirical relationship between retention rates and students' levels of satisfaction with their academic institutions (Bean, 1980, 1983; Noel, Levitz, & Saluri, 1985). The satisfaction of a student is a primary predictor of student persistence in college (Noel & Levitz, 1995). In addition, student satisfaction has been shown, through empirical research, to be the factor least affected by academic preparation, goals, gender, and SES (Astin, 1993). Regrettably, research investigating the quality of academic advising with the level of student satisfaction has resulted in an array of inadequate results (Cuseo, 2003). Astin (1993) provided the

outcomes of a national survey in which academic advising ranked 25th among the 27 various types of student services assessed by college students, with only 40% signifying a level of satisfied or very satisfied with the quality of advising received at their respective institutions. According to Ender, Winston, and Miller (1984), students indicated that the challenges regarding their academic experiences rested with the quality of their advising. Regardless of the prevalent discontent with their advising services, college students expressed a need for connections with advisors and placed importance on academic advising as compared to other student services offered (Wyckoff, 1999).

Metzner (1989) investigated freshman-to-sophomore retention rates at a public university in a longitudinal study. She examined the association between first-year college students and their related student variables, e.g., academic readiness, the status of employment while attending college, grades, and level of satisfaction. The findings indicated that a lower percentage of college students who received good quality academic advising left their institutions than those students who received poor quality advising. Yet, a higher percentage of students who received poor quality advising persisted than students with no advising. Moreover, the results showed that high-quality academic advising had a statistically significant but incidental result on the retention of students and was mediated by its positive link, a high degree of student satisfaction, and its destructive link, student departure (Metzner, 1989).

According to Cuseo (2003), nationwide analyses of college student retention practices offer valuable information regarding the connection between quality of advising and progress regarding the retention of college students. In a nationwide survey of 944 higher education institutions, administrators agreed that poor quality academic advising was

the primary influence associated with student attrition. They also indicated that improvement of academic advising services was the main strategy employed by academic institutions to increase student retention (Beal & Noel, 1980; Wyckoff, 1999).

Mottarella, Fritzsche, and Cerabino (2004) directed a research study examining the relationship among student satisfaction and advising preferences using a policy-capturing methodology. The level of student satisfaction was measured against the following: (a) advising approach, specifically looking at the differences between developmental and prescriptive advising; (b) emotional nature of the advising relationship, e.g., businesslike vs. warm and supportive; (c) depth of the advising relationship, e.g., established relationship vs. casual association; (d) type of academic advisor, e.g., peer, faculty, or professional advisor; and (e) gender of advisor (p. 50). Statistical analysis using Beta weights indicated the following results, ranked from highest to lowest. First, student satisfaction was highest when students had an established relationship with an advisor. Second, students had higher satisfaction with non-faculty advisors over faculty advisors. Third, students had more satisfaction with academic advisors who were warm and supportive as opposed to advisors with a businesslike demeanor. Fourth, students had greater satisfaction with non-peer advisors over peer advisors. Specifically, the rankings indicated that a professional, full-time advisor was preferred over a faculty advisor, and the least preferred was the peer advisor. Fifth, students in this particular study indicated they were more satisfied with the prescriptive versus developmental approach to advising. This is an interesting and somewhat contradictory finding, as the study also indicated that students were more satisfied with warm, supportive academic advisors. These behaviors (warm and supportive) have been aligned with the developmental approach to advising and have been thought to be

mutually exclusive of the developmental approach (Winston & Sandor, 1984). Finally, students were generally more satisfied with female advisors.

The second indirect factor is educational and career planning/decision-making. The research conducted on college student retention indicates that students' commitment to their academic ambitions is likely the biggest factor related to college student persistence and completion of their degrees (Wyckoff, 1999). Academic advising impacts educational and career planning and decision-making and may have substantial influence on the retention of college students (Cuseo, 2003). Student support is essential for academic planning and decision-making processes. This need has been underscored by research findings indicating that 75% of students are undecided about their choice of career at the beginning of college (Frost, 1991; Titley & Titley, 1980). Over one-half of all students who start college with an established major modify this choice at least one time before their graduation (Foote, 1980; Gordon, 1984), and only one-third of seniors keep the same major they selected at the beginning of their first-year in college (Willingham, 1985).

These findings indicate that students' final choices about their majors and careers often do not occur before starting college. Rather, they emerge during the college experience. This exploration and changing of majors is a positive for student development, as this reflection and choice about educational and career goals assist students through the maturation process as they gain knowledge via the college curriculum (Cuseo, 2003). Recognizing this period of discovery can be beneficial for student development, it is also true that an extended period of indecision in choosing a major reflects confusion, procrastination, or impulsive decision-making (Cuseo, 2003). As early as 1975, Astin observed a strong link between educational decision-making and student retention, and

researchers confirmed that a lengthy period of indecision about one's major and/or career choice was related to increased likelihood of attrition. Lenning, Beal, and Sauer (1980) also reported that a college student's goal motivation/commitment was associated with retention and degree attainment. This finding was the same for both men and women (Anderson, 1988).

Academic advisors must assist college students in navigating the mystifying process of educational planning and decision-making (Cuseo, 2003). Researchers have indicated that students rely on experienced academic advisors for assistance in academic planning and management; and if they receive help, the odds of persisting to graduation are increased (Cuseo, 2003). Moreover, if first-year college students receive this care proactively, they might choose more prudent majors, and make wiser initial career decisions (Cuseo, 2003). An on-target initial choice of major will bolster student retention and lessen the likelihood of impulsive decision-making or indecision at a later period in the college experience (Cuseo, 2003). Student uncertainty and the changing of a major later in a student's college career can result in deferred progress toward completing a degree due to additional coursework needed to satisfy degree requirements for the newly chosen major (Cuseo, 2003). These changes late in the educational process can produce noteworthy obstacles, some of which may result in college student departure.

The third indirect factor is student utilization of campus support services. Several researchers have discovered a strong association between the use of campus support services and the retention of college students (Churchill & Iwai, 1981; Pascarella & Terenzini, 1991). Specifically, students who pursue and obtain academic support have been found to enhance their academic performance and academic self-efficacy. This has resulted in a greater sense

of control over their individual academic outcomes, a more positive attitude, and a higher probability of achieving academic success (Smith, Walter, & Hoey, 1992).

Unfortunately, researchers have also indicated that college students, predominantly those most in need of support (Abrams & Jernigan, 1984; Knapp & Karabenick, 1988), under-utilize the academic support services available to them (Friedlander, 1980; Walter & Smith, 1990). At-risk students have difficulty identifying their own academic struggles and are typically hesitant in seeking help even if they identify issues (Levin & Levin, 1991). This is disturbing, as researchers have shown that academic support programs aimed at assisting these susceptible college students make a significant impact on their success through increased retention and better grades. The results are even greater if services are utilized by first-year students (Kulik, Kulik, & Shwalb, 1983). These findings suggest that institutions must be proactive in supplying advising services by reaching out to these students and transporting the support services to them rather than hoping they will take advantage of these opportunities (Cuseo, 2003). Academic advisors are in an ideal position to link college students with specific academic support professionals who can deliver the proper amount of support prior to adverse academic performance issues or, ultimately, attrition (Cuseo, 2003).

By linking students to developmental services and co-curricular programs, academic advisors may significantly impact college student persistence (Cuseo, 2003). The value of student involvement has been revealed by numerous researchers, e.g., Berger and Milem (1999), Terenzini (1986), and Tinto (1987). Students who were involved in campus life and more socially integrated believed themselves to be a part of the campus community and were more likely to complete their degrees. Academic advisors are in a great position to

encourage student perseverance by teaching students the value of co-curricular involvement and participation with the available student support services (Cuseo, 2003).

The fourth indirect factor is student-faculty interaction outside of the classroom. Astin (1975) stated the relationship between faculty and students has a higher correlation to student satisfaction than does any other student factor or institutional characteristic. A major body of research has revealed that contact between students and faculty outside of the classroom is associated with persistence to graduation (Bean, 1981; Pascarella 1980; Pascarella & Terenzini 1977, 1979, 1991). Tinto (1975) revealed that interaction between faculty and college students outside of the classroom has positive effects on student retention, mainly on those students who were susceptible to withdrawal. Pascarella and Terenzini showed that the number of non-classroom interactions among faculty and students about academic issues had positive effects on students with low initial commitment to college. The students whose parents had a moderate level of formal education showed a greater likelihood of persisting to graduation due to these exchanges.

The strong connection between student retention and faculty contact with students outside of the classroom, particularly when the exchanges include academic and career objectives, have indicated that academic advising may be a powerful method for institutions to consider to raise student retention (Cuseo, 2003). It is reasonable to predict, according to Cuseo, that high-quality academic advising will have a positive effect on student retention, particularly for those at risk. Academic advising may be the only system in place within the institution that ensures students will have access to personal, one-to-one communication with a faculty member on a regular basis (Cuseo, 2003).

The fifth indirect factor is student mentoring. Many colleges and universities have experimented with mentoring programs over the years, and the role of a mentor has increasingly been regarded as an instrument that assists with student persistence (Walker & Taub, 2001) particularly for first-year students (Johnson, 1989). Mentor programs can increase students' self-efficacy and feelings of worth (Schlossberg, Lynch, & Chickering, 1989).

There is strong evidence from the research in higher education that there is a correlation among the mentoring of students and retention (Campbell & Campbell, 1997; Wallace & Abel, 1997). Miller, Neuner, and Glynn (1988) piloted a mentorship study where college students with similar pre-enrollment characteristics were randomly assigned to either an experimental group (received mentoring) or a control group (did not receive mentoring). Findings revealed that students who received mentoring were more likely to persist to graduation than students who received no mentoring.

Despite the promising results that mentoring has on retention, a significant logistical concern exists regarding the delivery of one-to-one mentorship programs on a large scale. Finding an adequate number of mentors to be assigned on a one-to-one basis creates a dilemma in maintaining a large platform (Redmond, 1990). Walker and Taub (2001) found that network mentoring programs, where multiple students received mentorship from a single college faculty or staff member, were equivalent in achievement to the traditional, or dyadic, mentoring activities, as evaluated by student satisfaction with the quality of the relationship and the rate of contact with mentors.

Integration

Academic advising plays an essential educational and social function, as it significantly impacts student judgments about persisting to graduation or departing from the institution (Cuseo, 2003). According to Wyckoff (1999), “To establish a high degree of commitment to the academic advising process, university and college administrators must become aware not only of the educational value of advising but of the role advising plays in the retention of students” (p. 3). According to Cuseo (2003), the results from national advising surveys administered since the 1980s by American College Testing (ACT) highlight four necessary elements for integrating an advising culture within the institutions of American higher education. These four required elements that comprise an advising culture are explained in the following paragraphs.

Cuseo’s (2003) first element was to develop a program mission statement that embraces the meaning and purpose of academic advising. According to Crockett, Habley, and Cowart (1987), reporting in the late 20th century, nearly half of American colleges and universities did not have a formal purpose statement that clarified the objectives of their academic advising programs. This oversight conveyed to students a lack of commitment and understanding about a program’s mission and purpose and may signify that their advising programs are not bona fide or capable of providing a skilled service that can assist them with personal or career goals (Cuseo, 2003). It is imperative to clearly articulate the meaning and purpose of academic advising within the organization, so that students may have a chance to recognize how this service will benefit them at their respective institutions.

Cuseo’s (2003) second element called for institutions to provide adequate incentives, recognition, and rewards for effective academic advising. About 50% of faculty collective

bargaining agreements and contracts, in the late 20th century, did not mention the obligation of faculty members to students concerning their roles as academic advisors (Teague & Grites, 1980). Less than one-third of higher education institutions provided monetary incentives to faculty for their advising service, which was also typically not given consideration in tenure and promotion decisions (Habley, 1988b). This does not offer the necessary motivation for faculty members to try and make this critical student service a priority in their schedules. According to Creamer and Scott (2000), the lack of systematic evaluation of advisors can be attributed to the use of an outmoded compensation structure which often hinders rewards for faculty who are genuinely devoted to advising their students.

Cuseo's (2003) third element required the establishment of standards for the recruitment, selection, and placement of academic advisors. According to Crockett et al. (1987), approximately two-thirds of colleges and universities had no set criteria for selecting advisors, signaling an absence of devotion to the function, and a lack of importance in the professional development of academic advisors. It also exhibited a reduced commitment to the hiring of skilled advisors who can help students who were in danger of attrition. Some of these at-risk groups were: lack of educational or social preparation, first-generation students who were not well-represented, students without established majors, transfer students, and students that commute. Moreover, academic advising efficiency, according to Cuseo, was typically never mentioned as one of the selection conditions listed in job requisitions by higher education institutions pursuing new faculty.

Cuseo's (2003) fourth element called for the provision of a substantive orientation, training, and development for academic advisors. According to Habley and Morales (1988),

only one-third of American higher education institutions had provided training for faculty advisors; less than one-fourth of colleges and universities required faculty training; and the majority of these academic institutions providing training programs emphasized the distribution of factual material without devotion to advising goals, specific advising tactics, or focusing on relationship building. This indicated that higher education institutions needed to improve their ability to attract, train, and retain high-quality academic advisors and integrate them into an advising culture.

The Professionalization

Two pioneering articles were written in 1972 by the principal scholars in academic advising, Crookston and O'Banion. These important works helped shape academic advising practices, introducing the notion of developmental and prescriptive advising, and the five-stage model of academic advising (Tuttle, 2000). These scholars, in effect, changed the role of academic advising in American higher education and paved the way for the professionalization of the field (Habley, 1988a).

Crookston (1972) created a developmental advising model that linked academic advising and student development theory, initiating a movement in the field from a prescriptive scheduling activity to a developmental academic advising function (Holmes, 2004). According to Crookston, "Developmental advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills" (p. 12). Academic advisors transitioned from assisting with only academic issues to helping students with psychological, emotional, and

developmental concerns. This developmental advising framework has helped alter the role of academic advising, as the mission in the first decade of the 21st century has come to be shaping the whole student.

O'Banion (1972) believed the role of an academic advisor was to assist students in reaching their highest aspirations. "The purpose of academic advising is to help the student choose a program of study which will serve in the development of his/her total potential" (O'Banion, 1972, p. 62). The function is more than just a prescriptive activity where only educational concerns were addressed. O'Banion outlined specific steps as to what an academic advisor should be doing to ensure students received opportunities to fully develop. O'Banion proposed a five-stage model of academic advising comprised of the following dimensions: (a) exploration of life goals, (b) exploration of vocational goals, (c) program choice, (d) course choice, and (e) scheduling courses. He advocated for any well-conceived academic advising agenda to include deliberate actions integrating each of these five elements (p. 10).

It is imperative to understand the purpose of academic advising and to recognize how the advising relationship can affect student outcomes. Crookston (1972) believed that the role of academic advising was that of a developmental counselor where one assumes the responsibility of "facilitating the student's rational processes" (p. 12). In other words, academic advising should reach past the surface level of assisting with one's career goals and recognize the student as a whole person with specific developmental needs. Students in American higher education need academic, social, and/or personal support.

Frost (1991) suggested that the work of Crookston helped establish a philosophical change in the field of academic advising whereby advisors have an increased need to develop

relationships with their students (Holmes, 2004). Frost wrote of the need to encourage academic advisors to go beyond assisting with class schedules to provide stability to the experiences students come across in college. The role of academic advising gained recognition as an “activity at the heart of institutional action that meets students’ broad educational needs” (Frost, 1991, p. 4). It is important that academic advisors recognize students as whole individuals with a variety of developmental needs. In addition, academic advisors and students must share a sense of responsibility in promoting student success (Crookston, 1972). This type of advising relationship ensures students will most likely be more satisfied, persist to graduation, and achieve personal and academic success (Kramer, 2001).

Code of Ethics

In 2005, the National Academic Advising Association provided the National Academic Advising Association Statement of Core Values (NACADA, 2005) that assisted academic advising professionals in satisfying their obligations to students, colleagues, institutions, society, and themselves. Academic advisors have been expected to act in accordance with the six core values, as their conduct must reflect these principles in their professional relationships inside the academy.

These core values do not mandate a specific framework to which all advisors must adhere, nor is one advising ideology endorsed over another (NACADA, 2005). This statement has been viewed as a reference for professionals to use as they execute their academic advising functions. The ensuing list makes up the NACADA Core Values of Academic Advising (NACADA, 2005):

Core Value 1: Academic advisors are responsible for their students. Academic advisors must elevate the status of, and inspire, all students to reach their full potential (NACADA, 2005). According to Lowenstein and Grites (1993), academic advisors must seek the best possible education for their advisees. According to the NACADA Core Values of Academic Advising (2005), the work of an academic advisor should be directed by the understanding that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs;
- hold their own beliefs and opinions;
- responsible for their own behaviors and the outcomes of those behaviors;
- can be successful based upon their individual goals and efforts;
- have a desire to learn;
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences;
- use a variety of techniques and technologies to navigate their world.

The advisor has a responsibility to supply accurate and timely information, communicate in an effective manner, offer regular office hours, and provide methods of contact, e.g., email, phone (NACADA, 2005). According to Lowenstein and Grites (1993), the advising process might not be identical for every advisee; one student may want or need a longer session than another, or an academic advisor could possibly need to be more intrusive with a particular student.

As part of an educational philosophy, academic advising includes assisting students in developing an accurate self-perception and successfully transitioning to the institution (NACADA, 2005). An academic advisor should inspire, respect, and help students in planning personal and career objectives. Academic advisors look to earn the trust of their students and attempt to honor students' expectations of academic advising and its significance in their lives (NACADA, 2005).

Core Value 2: An academic advisor is responsible for referring students to other areas of support within the academy. In order for advising to be effective, a holistic approach is required where people and resources form a support network that is available to all students (NACADA, 2005). Academic advisors must serve as liaisons and organizers, using their expert knowledge and experience for the benefit of their students. Advisors must know their own limitations and provide referrals for students to visit qualified persons and/or departments when appropriate (NACADA, 2005). According to Lowenstein and Grites (1993), an academic advisor must advocate for the advisee with other departments. In creating linkages between students' lives and academic advising, advisors need to proactively locate resources and materials and notify students of specialists who can further assess their needs and provide them with access to applicable programs and services (NACADA, 2005).

Core Value 3: Advisors are responsible to their institutions. These advising specialists preserve the specific policies, procedures, and values of their divisions and institutions. They foster collegial relationships by maintaining correspondence with those not directly involved in the advising process but who have accountability and authority for

decisions concerning the advising function in the academy (NACADA, 2005). Advisors should be cognizant of the part they play in the success of their institutions.

Core Value 4: Advisors are responsible to higher education. Academic advisors support academic freedom in that they recognize that academic advising is not restricted to a particular theoretical perspective. They understand that practice is informed by an assortment of theories stemming from multiple disciplines, e.g., social sciences, the humanities, and education (NACADA, 2005). Academic advisors are empowered to utilize the most ideal models and pertinent theories for the delivery of academic advising services (NACADA, 2005).

Core Value 5: Academic advisors are accountable to their educational communities. An academic advisor interprets the institution's mission, goals, and standards (NACADA, 2005). Advising specialists deliver institutional information and features of student achievement to the local, state, regional, national, and global communities that support college students (NACADA, 2005). Advisors are sensitive to the values and customs of the surrounding community; they are involved with community programs and services that may afford students with supplementary educational opportunities and resources (NACADA, 2005). Academic advisors often become role models for students as they play a part in municipal activities.

Core Value 6: Advisors are responsible for their professional practices and for themselves. Academic advisors participate in professional development programs, forge appropriate relationships and boundaries with students, and produce supportive environments that stimulate physical, emotional, and spiritual well-being (NACADA, 2005). According to Lowenstein and Grites (1993), it is necessary for advisors to treat their

students, as well as their colleagues, with respect and courtesy. Academic advisors should maintain a healthy balance in their lives, expressing personal and professional desires when appropriate. Academic advising professionals believe the opportunity for professional growth and development is both their responsibility and the obligation of their institutions (NACADA, 2005).

Advising Models

There are a variety of academic advising models currently employed in American higher education. The two most common models are developmental and prescriptive advising (Fillippino, Barnett, & Roach, 2008). Although these models range in method of delivery and purpose, all should include essential elements that reflect the overall mission of academic advising. According to Fillippino et al. (2008), academic advisors are concerned with: (a) helping students with career exploration and decision making; (b) ensuring students understand and follow institutional requirements and academic policies; (c) recognizing systematic and personal situations that may inhibit the academic achievement of students; and (d) developing a positive interaction/relationship with their advisees/students (p. 1). Five primary advising models are described in the ensuing sections.

Appreciative Advising is a positive, supportive, dynamic, holistic, and action-oriented process (Truschel, 2008). It focuses on the positive aspects of individuals instead of seeking out the negative (Bloom & Martin, 2002). This type of advising assists in the creation of a campus connection, as it encourages the student to build a relationship with his/her academic advisor. Appreciative advising allows the advising relationship to develop in an inviting and supportive manner; thus, it permits advisors to assist their students by

“assimilating them into the higher education experience, enhancing their self-esteem, and modifying their locus of control,” (Truschel, 2008, p. 8). It motivates advisors to fight against viewing the deficiencies of a student, to appreciate the abilities the student does possess, and to isolate and bolster the talents of students. According to Bloom and Martin, the primary goal of appreciative advising is to bring out the best in students and not concentrate on their weaknesses.

There are six phases in the original Appreciative Advising Model: disarm, discover, dream, design, deliver, and don't settle (Bloom, Hutson, & He, 2008). An academic advisor and student will progress through these six stages together in a linear fashion. Truschel (2008) compressed this advising model into four stages: discovery, dream, design, and destiny, which are explained in the ensuing sections.

The Appreciative Advising Model starts with an exploratory stage, the discovery phase, used to determine the focus of inquiry (Truschel, 2008). The advisor must ask the student questions that prompt positive responses, e.g., aspirations, and previous successes that provided a sense of achievement. Bloom and Martin (2002) stated that an academic advisor must ask positive, open-ended questions that focus on students' passions and interests. According to Cooperrider and Whitney (2000), it is essential to examine the positives in the student's past and outline plans for the future as opposed to searching for negative issues to address. The information collected from the interview will become the appreciative topic that will be the starting point for the advising process. It is critical to obtain a comprehensive portrayal of what positive experiences the student has had in the past, which can then be linked to the present (Truschel, 2008).

Paddock (2003) asserted that the discovery phase has two sub-steps. The first sub-step is a period of inquiry where the advisor asks positive questions that should stimulate success stories. This time should be devoted to helping students realize their unique strengths and values (Truschel, 2008). In the second sub-step, also known as the dream phase, students are encouraged to ponder their future objectives and aspirations and share their dreams. According to Bloom and Martin (2002), students at this stage will cooperatively formulate a plan or vision with an academic advisor about their future objectives, both personally and professionally.

The third stage is the design phase in which students and advisors work together to devise a plan that assists students in making their dreams a reality (Truschel, 2008). There should be careful deliberation and scrutiny on the part of the advisor as to what can realistically be attained (Truschel, 2008). Students will focus on what they can do to build upon existing strengths rather than placing efforts on fixing weaknesses (Truschel, 2008). They then design a plan with their advisors to move toward success.

The fourth stage, the destiny phase, requires students to implement their stated plans (Truschel, 2007). During this stage, students should try to visualize their futures in a positive way and start to put their objectives into action. According to Bloom and Martin (2002), academic advisors must assist their students to perfect and update their dreams. Advisors must be cognizant of the fact that students can revert back to their previous mindsets. It is vital that advisors continue to coach their students to leave past failures behind and concentrate on the probability of success (Truschel, 2008).

Advisors and students should form a working alliance. This permits advisors to interview students in order to learn what is important in their lives (Truschel, 2008). As the

advising progresses, it is important to highlight positive aspects about the student, and if the discussion shifts to a negative topic, it must be redirected to the current strengths the student holds (Truschel, 2008). According to Adams, Schiller, and Cooperrider (2004), the emphasis on questioning is crucial. It is essential to the way humans perceive, think, feel, and make meaning. Asking probing questions is at the heart of how people listen, behave, and communicate (Truschel, 2008).

In this model, advisors are charged with maintaining a working alliance with their students, developing trust, and conveying genuine concern for students' success (Truschel, 2008). Part of an advisor's responsibility is to recognize and confirm meetings by sending correspondence to students. These communications are intended to thank students for visiting them and to keep updated about the progress of established goals (Truschel, 2008). This practice is very useful as it bolsters the working alliance, lets the students see a recap of the advising discussions, and helps to build a rapport between the advisor and student.

In the mid-1960s, a developmental view of mental health emerged and profoundly changed the philosophy of academic advisors. Historically, the focus of academic advisors had been to assist students in selecting a college major (Crookston, 1972). They were now concerned with developmental tasks that assisted with personal growth and overall development (Oetting, 1967). This new emphasis on development helped prepare students to understand more about themselves (Ivey & Morrill, 1968).

Crookston (1972) believed that academic advisors should not only focus on assisting students with decisions about majors, but also dedicate themselves to facilitating students' "rational processes, environmental and personal interactions, behavioral awareness, problem-solving, decision-making, and evaluation skills" (p. 5). This new paradigm took

elements from the field of advising and infused them with teaching functions to form what has come to be known as developmental advising (Crookston, 1972).

Developmental advising has been characterized as the building of a relationship between the academic advisor and student where both are held accountable for the student's outcomes (Crookston, 1972). According to Crookston, the academic advisor and student share in the responsibility of the student's development. This type of advising relationship is the opposite of prescriptive advising. "The relationship itself is one in which the academic advisor and the student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties" (Crookston, 1972, p. 13).

Winston, Miller, Ender, and Grites (1984) stated:

Developmental academic advising is 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. It both stimulates and supports students in their quest for an enriched quality of life. (p. 538)

Crookston (1972) wrote, "There is a high level of openness, trust, acceptance, sharing, collaboration, problem-solving, decision-making, and evaluation between the academic advisor and student" (p. 17). Forging this type of relationship amongst the student and academic advisor is a major strength of developmental advising. "Developmental advising is a process. . . [It is] continuous and established on the basis of the advisor-advisee relationship; developmental advising requires the establishment of a caring human relationship" (Ender, Winston, & Miller, 1982, p. 7). According to Gordon (1994), the

Developmental Advising Model is the best approach to advising college students. In featuring the importance of trust between the academic advisor and student, this model has come to be considered the superior lens through which to view the profession.

A third, primary advising model is prescriptive advising. Prescriptive advising implies that the academic advisor is the authority figure in the relationship with students. The student is the pupil who will listen and implement the recommended suggestions (Crookston, 1972). In this model, a prescriptive academic advisor will provide information to the advisee without input from the student. The student comes to the academic advisor with an issue or question and expects to receive a concrete answer (Crookston, 1972). The role of the prescriptive advisor is to offer valuable advice or information to the student, but that is where the responsibility ends. The student and advisor do not hold each other accountable for student outcomes.

Prescriptive advising fosters a working relationship where there is no shared accountability between the student and advisor (Crookston, 1972). According to Crookston (1972), there is “less likelihood of openness, sharing of ideas, and low trust in this type of relationship” (p. 16), and it is more likely to be “formal or guarded” (p. 16). There is a need for this type of advising as it serves a specific purpose in such activities as scheduling students into classes. However, the future of academic advising has gradually moved away from this type of prescriptive task in favor of advising models that focus on the development of students through the building of advising relationships.

The Prescriptive Advising Model, by nature, does not proactively contribute to the development of advising relationships. It is hierarchical and promotes an authoritative role. In contrast, the Developmental Advising Model supports the sharing of accountabilities and

stimulates interdependence which builds trust in the relationship. Table 1 displays a number of important distinctions between the philosophies and objectives of these two models.

Table 1

Contrasting Dimensions of Prescriptive and Developmental Approaches to Advising

Dimension	Prescriptive	Developmental
Abilities	Focus on limitations	Focus on potentialities
Motivation	Students are lazy, need prodding	Students are active, striving
Rewards	Grades, credit, income	Achievement, mastery, acceptance, status, recognition, fulfillment
Maturity	Immature, irresponsible; must be closely supervised and carefully checked	Growing, maturing, responsible, capable of self-direction
Initiative	Advisor takes initiative on fulfilling requirements; rest up to student	Either or both may take initiative
Control	By advisor	Negotiated
Responsibility	By advisor to advise By student to act	Negotiated
Learning output	Primarily in student	Shared
Evaluation	By advisor to student	Collaborative
Relationship	Based on status, strategies, games, low trust	Based on nature of task, competencies, situations, high trust

From "A Developmental Model of Academic Advising as Teaching," by B. Crookston, 1972, *Journal of College Student Development*, 13, p. 14. Copyright 1972 by NACADA. Adapted with permission (Appendix A).

The Five-Stage Advising Model was built on a rational sequence of steps to be applied in the practice of academic advising (O'Banion, 1972). Initially developed for

community college students, its impact has been recognized in helping undergraduates in four-year colleges and universities as well. O'Banion believed that academic advising was a process in which the academic advisor and advisee enter a dynamic relationship focused on the student's personal and professional objectives (Burton & Wellington, 1998). According to O'Banion, the purpose of academic advising is to assist students in selecting a program of study which will aid in the growth of their total potential and is an essential function in the development of one's education. The advisor should take on the role of a teacher in a cooperative partnership designed to enhance students' self-awareness and fulfillment (O'Banion, 1972).

O'Banion (1972) viewed academic advising as being comprised of five stages or dimensions that progress in a linear fashion: (a) exploration of life skills, (b) exploration of vocational goals, (c) program choice, (d) course choice, and (e) scheduling courses (p. 11). These dimensions along with the critical skills, knowledge, and attitudes necessary for advisors to be successful in assisting students through each of the five stages are outlined in the following paragraphs.

Exploration of life skills affords the opportunity for an advisor to find out the talents and abilities of students. O'Banion (1972) specified that this dimension requires an academic advisor to have a strong knowledge of student characteristics and their development, a thorough understanding of their decision-making processes, familiarity with sociology and psychology, an expertise in counseling methods, an appreciation for students' unique qualities, a positive outlook on the value and dignity of mankind, and a genuine acceptance that all students have potential.

Exploration of vocational skills provides the chance for an advisor to examine the long-term goals and aspirations of students. According to O'Banion (1972), this dimension requires that the academic advisor have the same abilities listed previously, plus a strong awareness of vocational files, the ability to interpret tests, an understanding of the shifting nature of employment in society, and a general acceptance that all career fields are commendable and dignified.

Program choice is an exchange between an academic advisor and student during which they come to an agreement on a major that is well-suited for that individual. This dimension necessitates that the advisor have expertise in the available academic programs, a thorough understanding of the requirements for these programs, e.g., entrance standards, fees, time commitments, knowledge of transfer programs, and access to information about prior student performance, thus providing realistic expectations and successful information (O'Banion, 1972).

Course choice is an opportunity for the academic advisor to collaborate with students to select the coursework appropriate for their personal and professional goals. This dimension requires that an advisor be familiar with the totality of courses offered, knowledge of any unique information regarding courses, e.g. prerequisites, course times, and transferability, college rules and guidelines concerning a myriad of issues: probation, suspension, academic course load, knowledge of remedial to honors courses, an awareness of the professors and their unique teaching styles, information about the students' test scores and high school records, and knowledge of course content (O'Banion, 1972).

Scheduling courses is an occasion where the academic advisor can assist students in outlining a course itinerary that will ensure the proper sequence of classes for program

completion. According to O'Banion (1972), this dimension requires that an advisor have experience in scheduling, flexibility in making adjustments to the agenda, and a firm understanding of career and community requirements.

O'Banion (1972) believed that it was the responsibility of students to make decisions regarding their own development throughout the five-stage process. This differs from advising systems in place where academic advisors made choices for their students, e.g. prescriptive. According to O'Banion, it is the obligation of academic advisors to provide information and create an environment that fosters freedom, allowing their students to feel comfortable in making the best decisions regarding their future.

In the mentor/protégé relationship, a mentor is considered a wise person who has greater knowledge and is more broadly experienced than the protégé, yet is willing to share his/her understanding and talents with the apprentice (Colwell, 1998). The association between the mentor and protégé must be mutually beneficial. Personal and/or professional development for both is vital to the success of the relationship. The rapport established between the two individuals is crucial to the value of mentoring (Colwell, 1998).

Anderson and Shannon (1988) defined mentoring as:

A nurturing process, in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. (p. 40)

According to Campbell and Campbell (1997), college students who are involved in a mentorship program have a higher GPA, complete more credit hours per semester, and have a greater rate of student persistence. The mentor and protégé must have a thorough

understanding of their distinct roles and responsibilities to each other in the mentor/protégé relationship (Colwell, 1998). “Mutual respect and trust are necessary requirements for the relationship to work” (Gehrke & Kay, 1984, p. 23).

According to Colwell (1998) there are two forms of mentoring: classical and instrumental. The differences between them have been defined by personal motivations of both the mentor and protégé in pursuing the relationship. For example, classical mentoring emerges when the two individuals come together voluntarily, whereas instrumental mentoring is more of a formal role sanctioned by corporations for employment or training purposes (Colwell, 1998). Classical mentoring is characterized by the purpose for which the relationship develops between the mentor and protégé (Colwell, 1998). The protégé searches for a mentor freely based on a desire to develop both personally and professionally. This type of association provides the perfect model for a classic mentor/protégé relationship (Colwell, 1998). Instrumental mentoring is normally used in formal environments such as the workplace where the mentor/protégé relationship is a consequence of obligation. It is endorsed for the purposes of training and is frequently coordinated by supervisors (Colwell, 1998).

Training

In the design and implementation of an academic advisement training program, it is important to identify those for whom the training is intended (Gordon, 1984). Training programs developed for educational counselors will look much different than preparation for full-time, professional academic advisors. Nevertheless, all programs should help with

the integration of advising services into the culture of the institution, ensuring these advising practitioners feel like valued members of the educational team (Weston, 1993).

According to Weston (1993), advisor training serves multiple purposes: (a) it educates and creates an understanding of how various components of the campus interrelate; (b) it breaks down barriers between administrative, academic, and student services roles; (c) it establishes an appreciation for the contributions of the academic advisor, counselors, and faculty in the process of educating students; and (d) it is effective in the creation of a student-centered institution. Weston stated that an effective training program should include informational as well as conceptual content.

Regarding the informational content of an academic advising training program, Weston (1993) specified that it must include facts about the institution that advisors need to know in order to assist their students: the mission statement or purpose statement of the institution; the academic advising mission statement; delivery systems of advising services, handbooks, information about referrals, policies and procedures; degree requirements, resources, such as financial aid, career planning, academic support services; and special populations. It is imperative that an academic advisor has a firm understanding of this knowledge, as a large part of the advising function involves referring students to other areas to address issues outside the realm of academic advising (Nutt, 2000).

The conceptual content of the training program refers to the processes an academic advisor must understand, e.g.; the definition of advising, students' rights and responsibilities, the role advising plays in the mission of the institution, the legal concerns of advising, and the expectations of the advisor and student in the advising relationship (Weston, 1993).

According to Weston, an academic advisor will have the opportunity to help students

develop various life skills. In addition to support with navigation through the higher education system, the advisor must also help with setting goals, assist with decision-making, and aid in the clarification of values (Weston, 1993).

Vital Skills

Advisors are accountable for maintaining the relationship with their advisees, and for investing extensively in their students without the promise of something in return (Maister, Green, & Galford, 2001). The main focus of an advisor should be on the welfare of their advisees, and must be concerned with their personal or professional outcomes. Maister et al. specified there are three core skills that advisors must have, the ability to: (a) earn trust, (b) give advice, and (c) build relationships.

In order to earn trust, advisors must be prepared to make an initial investment prior to expecting something in return (Maister et al., 2001). If advisors are committed to the needs of their advisees and are not looking to exploit the relationship for immediate gain, trust can be earned or established. According to Maister et al., trust is linked with reciprocity; shared accountability, and genuine caring. Evidence of common interests is imperative to earning and establishing trust in an advising relationship.

The ability to give advice must be supported by technical knowledge and expertise on the part of the advisor (Maister et al., 2001). It is not an entirely rational practice. According to Maister et al., giving advice is a duet played between the advisor and advisee and is often based on emotions and reactions. Advisees want an advisor who will reduce their anxiety about making decisions by offering assurance, calming fears, and inspiring confidence (Maister et al., 2001). If advisors do not have the capability to identify and

respond to advisees' emotions, their value is reduced. This ability takes time to mature and requires three adept interpersonal skills: choosing the right words, asking the right questions, and being aware of politics. These are needed skills for advisors to use when giving advice to their advisees (Maister et al., 2001).

Advisors may not always be able to deliver a message or truly engage with their advisees. The objective is to avoid coming across as vague or arrogant (Maister et al., 2001). It is essential that advisors find the right words to express information to their advisees. Advisors should practice and engage in role-play scenarios and rehearsals with colleagues, so that when they are face to face with advisees, the guidance may be conveyed effectively. This builds an advisor's confidence in providing sound advice to his/her advisee.

According to Maister et al. (2001), to get advisees from point A to B, or to a deeper knowledge and level of understanding, one must frame and pose the right questions. These questions provide an opportunity for advisees to think and reflect about specific topics, decisions, and/or plans. Once these topics are out in the open, the advisor and advisee may develop a cooperative plan to overcome any challenges or obstacles that may be present.

Knowledge of politics is another critical interpersonal skill advisors must possess (Maister et al., 2001). It is often necessary to allow advisees to believe they came up with the solution to their own dilemma(s), as this gives individuals confidence in their decision-making abilities. Advisors must learn to suppress their egos for the betterment of the advisee (Maister et al., 2001). One must clarify all of the available options for advisees and then make recommendations. It is crucial that advisees make their own choices with the assistance of their advisors.

To build relationships, an advisor must attempt to be empathetic, selfless, respectful, and helpful (Maister et al., 2001). Advisors have the responsibility of constructing trust in the advising relationship and must maintain this rapport with advisees. There are specific methods of building trust, which will nurture relationships. According to Maister et al., there are five crucial principles of relationship building: (a) go first; (b) show, do not tell; (c) do not be too quick to offer advice; (d) earn the right to counsel; and (e) say what you mean (p. 4). These essential principles are detailed in the following paragraphs:

Principle 1: Go first. According to Maister et al. (2001), it is up to advisors to make the first move and extend a favor, showing advisees that they are willing to make an investment in the relationship; this assists with earning trust. It is difficult to expect a relationship to form, and to earn trust, if an individual is not extending an olive branch. Making the first move will initiate a sequence of events that help institute an advising relationship.

Principle 2: Show, do not tell. Actions speak louder than words, as the old adage goes, and advisors must be prepared to create opportunities that show they have something to contribute by demonstrating actions that help in the building of a relationship (Maister et al., 2001). An advisor must be proactive and take initiative to implement and follow through. If there are no actions behind the words, then it is challenging to earn trust and build a relationship.

Principle 3: Do not be too quick to offer advice. It is as important to use discretion when providing advice to an advisee, as it is important to listen and empathize with the information provided. An advisor must know when to resist the urge to offer advice and just listen. Often, an advisee might only need the attention of a caring ear (Maister et al.,

2001). If advisors interject too quickly, advisees may be alienated and less willing to accept any provided advice.

Principle 4: Earn the right to counsel. Advisors must earn the right to counsel their advisees. As cited by Maister et al. (2001), there are specific stages of relationships. Advisors who interject too soon diminish their ability to impact advisee decisions. They must actively listen, empathize, and convey understanding of the circumstances prior to speaking the first word of advice. It is important that advisors allow their advisees to fully express themselves and communicate ideas prior to intervention.

Principle 5: Say what you mean. According to Maister et al. (2001), a lack of communication is the most common reason for the loss of trust. Breakdowns in communication and misunderstandings separate advisors from advisees; this disrupts an established rapport. Advisors must be clear when speaking with advisees about their expectations. It does a disservice to the advisee if the advisor is indirect or unclear.

Nutt (2000) stated that academic advisors must be proficient in three essential skills to be successful in advising. They are: communication, questioning, and referral skills and are often associated with successful one-on-one advising.

Successful advisors must be good communicators. There are six essential communication skills instrumental in developing a rapport among academic advisors and their advisees (Nutt, 2000). The first skill is establishing and maintaining eye contact with the advisee (Peterson & Nisenholz, 1999). Maintaining eye contact throughout a conversation assures students that the academic advisor is listening and is helpful in fostering trust. The second skill is the ability to allow students to fully explain their ideas or concerns (Egan, 1994). Listening, particularly empathetic listening, is essential to establishing trust.

The third communication skill is the capacity to be sensitive to body language (Carkhuff, 1987; Peterson & Nisenholz, 1999). Academic advisors must be insightful and pick up on any signs of distress. The fourth skill that an academic advisor must have is the capacity to focus on the content and tone of students' dialog (Peterson & Nisenholz, 1999). It is crucial that the academic advisor be able to decipher any underlying messages in the conversation. The fifth skill is acknowledging what the student is saying through verbal and nonverbal feedback (Peterson & Nisenholz, 1999). A simple head nod is necessary in keeping a positive flow of communication. The sixth skill is reflecting or paraphrasing what the student has said (Nutt, 2000). Academic advisors should always reiterate some of what their students have shared, as this is an excellent way to let students know they have been heard. This also provides an opportunity to clarify any statements or address any discrepancies.

Academic advisors must be competent at using questioning skills (Nutt, 2000). Focusing on students' concerns as opposed to topics that are important to the academic advisor is the solution to effective questioning (Nutt, 2000). There are two important questioning techniques that can be used during the advising process: open-ended and closed-ended. Open-ended questioning allows students to express freely matters that are of significance in their lives and allows them to have control over the structure of the advising session (Ivy, 1971). Closed-ended questioning is a strategy employed when interested in collecting factual information (Nutt, 2000). In addition, this method reduces the amount of time spent gathering facts. Using both techniques is beneficial as it provides different types of information to the academic advisor and communicates different messages to the student (Nutt, 2000). This mixture of styles can break up the monotony and make the academic

advisor seem less robotic. This variation of questioning can convey an interest in the student; thus, it assists with building rapport.

Referral skills are Nutt's (2000) third essential communication skill. Issues, concerns, or problems are not uncovered unless the academic advisor is able to communicate and listen (Nutt, 2000). If alarming information is obtained, it is important that academic advisors are well trained and able to refer advisees to the proper office or department where the student can receive the necessary assistance. It is imperative to assure students when making a referral to another department that they are not being passed along. The academic advisor and student should cooperatively decide on the nature of the problem for which student support is required, and this should be followed by a plan of action that includes a referral (Nutt, 2000, p. 73). Proposing that a student seek counsel from another department is something that must be agreed upon by both parties.

First-Year College Students

The Profile

American higher education has evolved over many decades, and the outmoded profile of the first-year college student has also changed. Dey, Astin, and Korn (1991) specified that over 90% of traditional, first-year college students entering American higher education were below 19 years of age. In 2010, nearly 50% of high school graduates were enrolled in U.S. colleges and universities, indicating that the influx of traditional, first-year students remained considerable. In addition, Upcraft and Kramer (1995) indicated that by the turn of the century, the diversity of U.S. college students was at an all-time high. This

upturn in diversity was due, largely, to significant increases in the enrollment of black and Hispanic students (U.S. Census Bureau, 2001). The shifting demographics of the student population in American higher education have been accompanied by various changes in the academic, personal, and/or social needs of these students.

The Challenge

First-year college students are one of the most vulnerable groups in all of American higher education. They are highly susceptible to poor academic performance, a decline in social engagement, disciplinary issues, behavioral problems, and attrition. A majority of first-year college students experience tremendous changes when they enter college, as their peers and faculty have divergent expectations (Pascarella & Terenzini, 1991). Some of the difficulties this population will experience are social and developmental adjustments as well as academic preparedness and self-efficacy (Frost, 1991). The prolonged anxiety over the first year may very well exacerbate these issues and could perhaps result in attrition. According to ACT (2002), roughly 28% of first-year students attending U.S. colleges and universities did not persist past their freshman year. As a result, administrators in American higher education have focused on creating specific intervention programs to assist first-year students and ensure that they are welcomed, supported, celebrated, and integrated into their campuses (Gardner, 1986). These targeted programs were based on student development theory. Tinto (1993) outlined three stages through which all first-year students' progress: separation, transition, and incorporation. A thorough knowledge of these stages can help administrators move students through the challenging transition from high school to college. According to Tinto (1993), separation refers to students leaving home. Transition is the

process in which students disengage from friends and family. Transition often presents a significant struggle for students as they reconcile their feelings between the old and new environments. Incorporation is the stage in which students become fully integrated into their new academic and social communities within their institution.

Upcraft and Kramer (1995) stated that first-year students must engage in meaningful relationships with both the academic and social communities found within collegiate life to combat these impeding barriers. According to these authors, it is imperative that academic advisors take the time to get to know and find out more about their first-year students. Having a comprehensive profile of students', "past and present, personal, interpersonal, environmental (influences), they (the academic advisors) are better able to establish the kind of academic advising relationship that most often leads to student success" (p. 31).

Summary

In this chapter, relevant literature concerning trust and academic advising--the history, philosophy, and professionalization of the field, and a brief sketch of the first-year college student were outlined to build a strong case for the importance of trust in the development of effective advising relationships between first-year college students and their academic advisors. Also, the topic of distrust was added to provide balance in the trust literature and to support the Lewicki et al. (1998) theoretical framework. The reasoning behind choosing these precise selections of literature are explained here to provide a better understanding of the purpose of this dissertation.

The literature review focused initially on trust, highlighting its impact on American society, the development of relationships, and the specific aspects that make up this broad

construct. The work of Tschannen-Moran and Hoy (2000) offered a multidisciplinary perspective of trust, uniting elements from social sciences and organizational investigations, and provided various definitions and foundational underpinnings. Six distinct trust facets were provided: willingness to risk vulnerability, confidence, benevolence, reliability, competence, and honesty. Through factor analysis, these components form a logical notion of trust. It was my goal to build on these trust facets. To accomplish this, I integrated an organizational framework provided by Mayer et al. (1995) and added another model, an interpersonal relationship framework offered by Rempel et al. (1995), with the Tschannen-Moran and Hoy (2000) model, providing a multidisciplinary perspective of trust, and its development. Thus, the newly merged framework is comprised of 10 trust facets, with the addition of four new facets: ability, integrity, predictability, and faith. Moreover, the foundations of trust were discussed to bolster the understanding of predispositions to trustworthy or distrusting behavior. This section concluded with a succinct definition of distrust to offer balance in the trust literature, align this construct with the Lewicki et al. (1998) theoretical framework, and to provide a better understanding of the role of trust in the development of relationships.

The second major section of the literature review was concerned with academic advising--the history, philosophy, and professionalization of the field. A brief history of academic advising was presented as a means of sharing its modest beginnings, revealing its powerful evolution to becoming such an important aspect of American higher education. Also provided was information as to how this student service has been organized within the academy. In addition, the concept (as defined by NACADA), function, objectives, and integration of collegiate level academic advising was operationally defined. Furthermore, a

code of ethics (defined by NACADA), dominant academic advising models, e.g. appreciative, developmental, prescriptive, the Five-Stage Advising Model, and the mentor/protégé relationship, as well as the primary differences between developmental and prescriptive advising, were explained. Finally, the requisite skills advisors must have and suggested training programs were discussed. It was my objective to provide an all-inclusive account of the history, philosophy, and professionalization of academic advising, and demonstrate its noteworthy impact on American higher education.

Lastly, a brief profile of first-year college students and their unique challenges was presented as a way of introducing this group and highlighting the vulnerability of this distinct student population. It was my intent, through this specific compilation of research literature, to show the importance of trust in the development of effective advising relationships between first-year college students and their academic advisors.

CHAPTER 3 METHODOLOGY

PHENOMENOLOGICAL INVESTIGATION OF THE ROLE OF TRUST IN ADVISING RELATIONSHIPS

Prologue

The purpose of this investigation was to better understand the role of trust in the development of effective advising relationships among first-year college students and their academic advisors. A phenomenological investigation was conducted exploring the distinct lived experiences of eight traditional, first-year college students who were asked focused questions about their advising relationships.

The research literature endorsing developmental advising suggests there should be mutual respect and trust in the advising relationship (Crookston, 1972). The premise of this dissertation centered on the notion that trust is important in the development of effective advising relationships among first-year college students and their academic advisors. Trust is an essential factor in the development of relationships (Larzelere & Huston, 1980). Through such relationships, academic advisors and students will forge unified partnerships aiding in the students' persistence to graduation, thus allowing them achieve their personal and/or professional goals. First-year college students' perceptions of the role of trust in the development of effective advising relationships, as seen through their eyes, was expressed through the report of the integrated lived experiences of the participants.

Population

The population of interest consisted of one group of students: traditional, first-year college students' attending the University of Central Florida who were between 18 and 20 years of age and had completed two to three advising sessions with their assigned academic advisor where a rapport was established. Two to three advising sessions was set as an appropriate criterion after consulting with a panel of academic advisors with years of expertise in the field, as this number was agreed upon as an adequate amount of contact to develop a relationship. These first-year college students were able to provide a rich account of the nature of the relationships developed with their academic advisors, along with a robust explanation of the characteristics that may enhance or hinder trust in these relationships.

Setting

The First Year Advising and Exploration Office (FYAE) at the University of Central Florida (2012) provided the backdrop for this study. Housed in Howard Phillips Hall, FYAE is located at the heart of this large, metropolitan research university. The mission of this office is to “contribute to successful college transitions and positive university experiences by providing quality advising programs to first-year students in order to facilitate student success and enhance student retention” (University of Central Florida, 2012, “Mission,” para. 1). Through FYAE, advising services at the university were delivered by professional, full-time academic advisors, graduate students, and undergraduate peer mentors.

Participants

Using a purposeful sampling technique, a targeted email was sent to 25 traditional, first-year college students, who were currently receiving advising services from FYAE, inviting them to participate in this study. My goal was to acquire 6 to 10 participants for this investigation. I worked closely with a trusted full-time, professional advisor in the FYAE office who provided me with the needed contact information of first-year college students who met the criterion for involvement in this study. This purposeful sampling strategy delivered participants that offered robust information which assisted in describing how first-year college students make sense of the role of trust in the development of an effective advising relationship and how they characterize the conditions that enhance or hinder trust in this relationship.

Patton (1990) stated that a purposeful sampling strategy is based on precise criteria. The traditional, first-year college students who participated in this study were between 18 and 20 years of age, and had completed two to three advising sessions. The specific type of purposeful method employed was typical case sampling which demonstrates what is typical (Glesne, 2006). As I was investigating traditional, first-year college students, not nontraditional, first-year college students, e.g., students who fall outside of the 18 to 20 years of age range and/or who have had previous collegiate experience, this sampling method was suitable for the selected research design and population of interest.

It was my goal to provide a better understanding of how first-year college students make sense of the role of trust in the development of the relationship with their academic advisors. The logic and strength of electing to use a purposeful sampling strategy, specifically typical case sampling, was that it often leads to participants who provide

information-rich data (Patton, 1990). The objective of this research study was to collect the narratives of participants, and use these voices to tell their stories. This study was open to all genders, races, ethnicities, religious or political affiliations, and orientations in order to provide a diverse illustration of these first-year college students' lived experiences.

Research Questions

1. How do first-year college students make sense of the role of trust in the development of the relationship with their academic advisors?
2. How do first-year college students characterize the conditions that enhance trust in the development of the relationship with their academic advisors?
3. How do first-year college students characterize the conditions that hinder trust in the development of the relationship with their academic advisors?

Research Design

Phenomenology

The goal of a phenomenological study is to identify a phenomenon, link the lived experiences, and assemble the data from multiple participants who have all experienced these phenomena (Creswell, 2007). I was interested in understanding how first-year college students make sense of the role of trust in the development of the relationship with their academic advisors and how they characterized the conditions that enhance or hinder trust in the development of this relationship. Phenomenology sets out to “describe what all participants have in common as they experience a phenomenon” (Creswell, 2007, p. 58). Its

purpose is to reduce these individual lived experiences into a depiction that expresses a collective essence (Creswell, 2007). According to Moustakas (1994), the researcher will gather data from participants who have shared lived experiences and have encountered the same phenomenon. From this information, the investigator develops a composite description of the essence of this tapered experience for all participants.

This phenomenology focused on the lived experiences of eight traditional, first-year college students. Each student was asked to devote approximately one to one and a half hours to three activities: an in-depth interview, an advisor/trust orientation exercise, and a brief member checking assembly. These activities were aimed at better understanding the role of trust in the development of the relationship of these students with their academic advisors. This research strategy allowed me to delve into their lived experiences by utilizing a focused interview protocol and investigate the students' knowledge of trust/relationships. These activities were aligned with the selected theoretical framework and research questions, and enabled me to gain a better understanding of the phenomenon under investigation. This phenomenological research design assisted me in providing the perspectives of first-year college students concerning the role of trust in the development of effective advising relationships and an account of the conditions that enhanced or hindered trust in this relationship. The phenomenon under investigation was outlined as it was seen through the eyes of these traditional, first-year college students.

Data Collection

The participants, comprised of eight traditional, first-year college students, were required to complete an in-depth interview, an advisor/trust orientation exercise, and a brief

member checking assembly which, when combined lasted no longer than one to one and a half hours. First, the in-depth interview data collected from these first-year college students were analyzed to provide a thorough account of the participants' lived experiences, i.e., how they make sense of the role of trust in the development of the relationship with their academic advisors, and how these students characterized the conditions that enhanced or hindered trust in the relationship. Next, the advisor/trust orientation exercise was used as a means of assessing the participants' understanding of trust/relationships. Lastly, member checking was used to complete the data collection process, as this contributed to the triangulation of these data.

Polkinghorne (1989) recommended 5 to 25 in-depth interviews when using a phenomenological methodology. This research utilized the richness of an in-depth interview and advisor/trust orientation exercise. It was my hope that these data collection techniques would result in a comprehensive description of the phenomenon under investigation. These traditional, first-year college students had the opportunity to share their thoughts and feelings about the role of trust in the development of the relationship with their academic advisors and were able to characterize the conditions that enhanced or hindered trust in this relationship. By using participant narratives, I was able to draw out and analyze noteworthy data, carefully bracketing the emerging themes. Recurring themes that surfaced from the in-depth interviews exposed significant pieces of information that were important to the participants and assisted me in making sense of the phenomenon under investigation.

Interviews

Eight traditional, first-year college students engaged in the first step of the data collection process, in-depth interviews (Appendix B). These in-depth interviews provided a wonderful opportunity for me to gain a superior understanding of the phenomenon under investigation. By utilizing the interview protocol questionnaire, which was shaped using the research questions, the chosen theoretical framework, and from specific elements of the scholarly literature reviewed, I was able to focus more precisely on the role of trust in the development of the relationship among the first-year college students' and their academic advisors, and how they characterize the conditions that enhance or hinder trust in this relationship.

Exercise

The second step in the data collection process was an advisor/trust orientation exercise (Appendix C) based on the chosen theoretical framework. A standard size poster board of the Lewicki et al. (1998) model titled, "Trust and Distrust: Alternative Social Realities" (p. 445) outlining the four quadrants of high/low trust and/or high/low distrust and their linked trust characteristics was placed before the students. To ensure these students understood the theoretical framework, I explained all four of the quadrants thoroughly, asking the participants to place themselves in the quadrant that best characterized the type of relationship they had established with their academic advisors. Moreover, I then asked each of the participants to discuss the reasoning behind their decisions and had them talk about the specific characteristics that made up their distinct relationship orientation.

Member Checking

After collecting these data, I constructed distinct profiles for each participant including: relevant details/descriptions, demographics, and most importantly, their perceptions of the role of trust in the development of effective advising relationships. Each unique narrative was sent to the respective participant via email, and they all had the opportunity to review this material and make adjustments, if necessary, to ensure this information was authentic to the thoughts and feelings they wanted to convey.

Data Analysis

Moustakas (1994) proposed a logical, four-step approach to data analysis for phenomenological inquiry. It offered a set of specific procedures for collecting the written and structural accounts of participants. Creswell (2007) endorsed these guidelines and considered them an all-purpose template for qualitative researchers. Having a rigorous approach to data analysis offers validity and strength to this phenomenological research investigation. This four-step technique is described in the following paragraphs.

The first step in this process is epoche, or bracketing (Moustakas, 1994). This is the process of reduction in which researchers bracket all of their biases of the phenomenon under investigation. It allows researchers to better appreciate the lived experiences from the perspective of participants without interjecting their prejudices (Moustakas, 1994). It was imperative that I was honest and upfront about my biases so as to not include preconceived notions with the data presented in the findings.

The second step, horizontalization, requires researchers to list all significant statements related to the phenomenon (Moustakas, 1994). According to Moustakas (1994),

each statement is given equal weight, hence, the horizontal aspect of this process. After these statements were extracted, I analyzed them, searched for how the phenomenon was experienced, and considered all possible meanings and viewpoints. It was important that I did not prejudge or insert any bias into my inclusion and/or exclusion decisions, allowing all statements to hold equal weight.

According to Moustakas (1994), the third step in this process is clustering. In this step, the researcher groups the statements into clusters based on similar themes, deleting overlapping data. It was important that I gather all relevant material together to offer a cohesive description of the phenomenon without providing unnecessary or extraneous information that would detract from the findings. The goal in this third step is to isolate specific, recurring themes. This clustering, or grouping of data, allows for supporting evidence to be presented in a manner that pulls together the multiple voices of the participants; thus, it delivers strength and validity to the study. It allows for the diversity of the traditional, first-year college students participating in this study to provide their unique lived experiences individually. After the grouping of data, however, the student narratives are joined together in such a way that brings their distinct lived experiences to consensus.

The final step is essence, the primary goal of the phenomenology, which is to reduce the meanings using textural statements to reveal what and how the phenomenon was experienced (Moustakas, 1994). This process is completely explanatory, as it is necessary that the researcher thoroughly explain the data presented. It was my responsibility to ensure the information presented was unblemished, e.g., free of inferences, judgments, or speculation about the collected data. It is vital for researchers to ask clarifying questions so as to ensure the accuracy of the participants' voices.

Using the Moustakas (1994) four-step method as a means of data analysis provided added rigor and strength to this phenomenological study by ensuring a logical, unbiased account of the phenomenon under investigation. Following these four explicit steps allowed for a better and unimpeded understanding of role of trust in the development of the relationship between first-year students and their academic advisors, and how these students characterized the conditions that enhanced or hindered trust in this relationship.

Themes

After data collection, the results were reviewed and analyzed. Relevant themes related to the phenomenon under investigation started to surface. A synthesis of these data offered insights into the role of trust in the development of the relationship between first-year college students and their academic advisors and provided a better understanding of how these students characterized the conditions that enhanced or hindered trust in this relationship. These themes were highlighted and confirmed using quotes selected from the narratives of the participants. I interjected my own dialogue to explain and clarify the topics and related this information back to the objectives of this study.

Interview Protocol

The research questions, and subsequently the interview protocol, were shaped by the theoretical framework provided by Lewicki et al. (1998) which centers on trust and distrust operating concurrently in relationships. The research questions focused on the broad topics and the interview protocol questionnaire delved deeper into the subject matter to provide a better understanding of the phenomenon under investigation. The unique assortment of

questions that comprise the interview protocol focused briefly on demographic information, but were predominantly centered on the role of trust in the development of the relationship between first-year college students and their academic advisors and how these students characterized the conditions that enhanced or hindered trust in this relationship.

Table 2 shows the relationship of research questions, theoretical framework, and interview protocol items. The research questions and focused interview protocol items are closely linked with the theoretical framework.

Table 2

Relationship of the Research Questions, Theoretical Framework, and Interview Protocol Items

Research Questions	Theoretical Framework	Interview Protocol Items
1. How do first-year college students make sense of the role of trust in the development of the relationship with their academic advisors?	High-value congruence Interdependence promoted Opportunities pursued New initiatives	3, 3b, 4, 4a, 5b, 5d, 7d, 7e, 7f, 7g, 7h, & 8a
2. How do first-year college students characterize the conditions that enhance trust in the development of the relationship with their academic advisors?	Hope Faith Confidence Assurance Initiative	4b, 4c, 4d, 4e, 4f, 6a, 6b, 9b, & 9d
3. How do first-year college students characterize the conditions that hinder trust in the development of the relationship with their academic advisors?	Fear Skepticism Cynicism, Wariness, and Watchfulness Vigilance	10, 10a, 10b, 10c, 11, 11a, 11b, & 11c

The interview protocol consisted of two parts, demographic questions and an interview questionnaire. The demographic questions provided information about the diversity of the first-year college students who participated in the investigation, thus adding to the richness of the study. The interview protocol questionnaire provided an opportunity to delve deeper into the subject matter. Thus, additional, more focused items offered the needed evidence to better understand how these first-year college students make sense of the role of trust in the development of an effective advising relationship and how they characterized the conditions that enhanced or hindered trust in this relationship.

Institutional Review Board

As I was working with human subjects, it was a requirement of the University of Central Florida to seek written permission from the Institutional Review Board (IRB) (Appendix D) to complete in-depth interviews and other assessments with students, faculty, or staff. It is mandatory to obtain written permission from the IRB to conduct the necessary research this dissertation required. This IRB process is in place to ensure the ethical treatment of human participants and to ensure they are not harmed in any way during the course of this investigation. In addition to acquiring written permission to conduct research with human subjects, the IRB required Citi Training, an obligatory training course with an exit examination, which must be completed prior to the researcher's conducting the prospective study. This ensures that researchers are aware of ethical standards for piloting research. Also, researchers must create an informed consent for each participant which requires their written permission (Appendix E). There are a few required items that must be included in this form such as information about the researcher, the title and objective of the

research study, the duration of the participation, what the researcher plans to do with the data collected, how it is stored, an indication of any potential danger or harm to the participants, the benefits of participation, a confidentiality agreement, and how this information may be used or published. These necessary items assist in protecting the identities of the participants as well as guaranteeing their safety. I pledged to adhere to these stringent research standards to ensure the safety and confidentiality of the participants.

Incentives

I provided each participant in this study with a \$50 gift card for a major restaurant company as an incentive for taking their time to contribute to this research by sharing their unique lived experiences via their participation in the advisor/trust orientation exercise and their offering of rich narratives throughout the in-depth interviews. The data collection process required about 60-90 minutes of time for each participant. Participants were expected to thoroughly elaborate and discuss their distinct lived experiences. They were asked to share the nature of the relationship they had established or would like to establish with their academic advisors, to provide insights as to how they make sense of the role of trust in the development of the relationship with their academic advisors, and to offer perceptions of how they characterized the conditions that enhanced or hindered trust in this relationship.

Confidentiality

The participants' dialogs were protected, as their identities were disguised by using pseudonyms. Also, any identifying characteristics were adjusted to preserve anonymity. The

information collected about these participants was stored in a secure location and destroyed shortly after the approval of this dissertation.

Originality Report

As part of the requirements for completing a dissertation at UCF, the university mandates that a document of this scale be submitted electronically through plagiarism software to ensure its originality. Turnitin.com is an assessment website that validates the originality of authors' submissions by matching their work against the information contained in its database. Turnitin.com has a robust database that contains an assortment of literature including articles, dissertations and theses, books, other manuscripts, websites, etc., which it compares with the submitted document. Turnitin.com searches for direct quotes, bibliographic material, and matches of less than 1% found within the surrendered manuscript. It highlights areas of concern to allow the author to make corrections to ensure compliance. The proposed standard of originality for a dissertation in the Ph.D. in Education, Higher Education & Policy Studies track, must be at 10% or under to claim it as an original work.

This manuscript yielded an originality score of 16%. This initial score took into account the direct quotes, bibliographic material, and matches of less than 1% found within this document. After excluding the direct quotes, the bibliography, and the matches of less than 1%, the score was drastically reduced to 1%. This originality score was below the proposed standard of 10%. Furthermore, 1% of this originality score was attributed to my earlier proposal submissions to Turnitin.com.

Summary

Because I investigated the lived experiences of eight traditional, first-year college students to provide a better understanding of how these students make sense of the role of trust in the development of the relationship with their academic advisors, and how they characterized the conditions that enhanced or hindered trust in this relationship, a phenomenological investigation was an appropriate qualitative research methodology. In this chapter, the population of interest, research questions, method of inquiry, the approaches to data collection, and an overall sketch of the techniques for conducting this research have been presented. This delineation allows for potential replication of this study, and provides a starting point for future scholars to build on the topic of analysis, the importance of trust in the development of effective advising relationships. In addition, information about the research methodology and data collection procedures used in this scholarship illustrates the transparency of this research endeavor.

CHAPTER 4
LIVED EXPERIENCES
THROUGH THE EYES OF FIRST-YEAR
COLLEGE STUDENTS

Prelude

This phenomenology was conducted to offer a better understanding of how first-year college students make sense of the role of trust in the development of the relationship with their academic advisors, and how they characterized the conditions that enhanced or hindered trust in this relationship. Having collected the unique lived experiences of eight traditional, first-year college student participants, I will be describing their thoughts and feelings regarding the development of trust in the advising relationship in great detail throughout the ensuing sections of this chapter. The distinct narratives of these first-year college students' were expressed through my interview transcripts, my own notes, paraphrasing, and the participants' direct quotes to tell this story. This articulate group of first-year college students was genuinely excited to participate in this research study, as they kindly provided their valuable insights as they see it--through their eyes.

Interviews

In-depth interviews were the primary method used for data collection. The interview protocol (Appendix B) was constructed using the research questions, all of the trust/distrust characteristics from the Lewicki et al. (1998) theoretical framework, and the explicit relationship outcomes from quadrant 2, the ideal relationship, and precise elements of the scholarly literature reviewed. This structured questionnaire was utilized to elicit

specific responses, which helped to provide a better understanding of the phenomenon under investigation. As I did not want to hinder any responses or creativity, I requested that all participants expand and/or elaborate as they saw fit.

Participant Profiles

The eight traditional, first-year college students who participated in this research study attended the University of Central Florida were between 18 and 20 years of age and had met with their academic advisor for at least two advising sessions. The participants all received advising services through the First Year Advising and Exploration Office at UCF. A comprehensive outline of the participants' and advisors' demographic information is presented in Tables 3 and 4.

Table 3

Participant Demographic Information

Participants	Age	Gender	Race/ Ethnicity	Class Status	GPA	Credit hours Completed	Previous Collegiate Experience	Number of Advising Sessions
Emily	19	F	White	F	3.5	12	N	2
Karen	18	F	White	F	2.3	25	N	2
Joseph	19	M	White	F	3.3	11	N	2
Diego	20	M	Hispanic	F/S	4.0	30	N	5
Nicholas	18	M	White	F	3.2	12	N	2
Ricardo	19	M	Hispanic	F	N/A	07	Y	5
Marie	19	F	White	F	2.7	24	N	5+
Hector	19	M	Hispanic	F	3.2	24	Y	2

Table 4

Advisor Demographic Information

Participants	Race/Ethnicity of Advisor	Gender of Advisor
Emily	White	M
Karen	Hispanic	F
Joseph	White	F
Diego	White	M
Nicholas	White	F
Ricardo	White	M
Marie	White	M
Hector	White	M

Participant Narratives

P1. Emily

Emily is a bright, young lady who was really eager to share her thoughts and feelings. She is very petite with light brown hair which was pulled back in a ponytail, and she was wearing a pink t-shirt, light blue jeans, and tennis shoes. She is white. Her demeanor is enthusiastic, and her voice is expressive.

The requirements for participation in this research study have been met, as Emily holds the status of college freshman, is between 18 and 20 years of age, has not had any previous collegiate experience, and has visited her assigned academic advisor for at least two advising sessions. The academic advisor provided by the First Year Advising and Exploration Office is a white male, whom she has met with on two occasions. Emily is a 19-year-old white female who has recently completed 12 credit hours at the University of Central Florida and currently holds a 3.5 GPA. She was born and raised in Europe, as she is

part of a military family, and has a fraternal twin brother named Joseph who also participated in this research endeavor.

Emily was very interested in this research study and enthusiastically shared her thoughts, feelings, and experiences about trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their related characteristics. She believes that trust is relying on another person to do, or not do, something for another. She defined trust as:

I think it [trust] is, if you rely on someone, and you think you know about that person, that they won't let you down. It is a lot about relying on someone to do something for you, that is trust, or not, to do something for you. (Emily, Interview 1, p. 3, Line 16)

According to Emily, her past experiences have helped shape her ability to trust. She feels that trust has to be earned and that it takes time to develop but went on to say that it [trust] may be expedited if the other person is a long-term friend or relative, as these types of relationships have an established pattern of dependability. It may take some time for her to depend on someone if there has been no prior interaction or if there has been a negative experience.

In the past, Emily has relied on fellow students to complete school projects or other assignments. Unfortunately, those individuals did not fulfill their obligations or have let her down in some way, and this affected her ability to trust others. Additionally, Emily shares a cultural influence regarding trust. She stated that it [trust] is not offered as quickly in Europe as it is in the United States.

I'm not from here; I'm from Europe. Relationships with people there are a lot different than with people here. Here, I've noticed that people are very friendly from the beginning. When you meet someone, they are like "Oh, it's nice to meet you." You kind of want to trust them right away because they are so nice, but what I've realized about here [United States] is that they [people] are very "backstabbing." In Europe, people are going to be rude to you at first. Well, not as nice as they are here, but they are going to be honest and blunt. [In Europe] once you have a genuine friendship with someone, you will have that friendship for life. (Emily, Interview 1, p. 2, Line 11)

Emily provided two specific characteristics that may have led her to believe individuals with these traits are trustworthy: goal-oriented and ambition. She associates trustworthiness with people who want to better themselves; they want to achieve a particular goal. Likewise, persons who have completed a lot of schooling or who have earned a higher degree are more likely to be trusted. For example, Emily stated that she would be more inclined to trust a medical doctor than a worker at a fast food establishment.

We began the substantive part of the interview protocol with trust questions [in general], and then shifted to dialog regarding the importance of trust in advising relationships, the development of trust, and the role of trust in the development of effective advising relationships. Emily provided valuable insights regarding these topics.

I think trust is really important in advising because they [academic advisors] are "shaping the rest of your life." It is really important to trust your academic advisor and not try to do things yourself. Your academic advisor knows things that you don't and provides you with guidance. (Emily, Interview 1, p. 3, Line 9)

This is a powerful declaration, as Emily has underscored the central purpose of academic advising which is to guide and shape college students and assist them in reaching their academic, personal, and/or career goals. Trusting the knowledge of courses/policies and the general guidance provided by academic advisors is critical.

For the first semester, he [my academic advisor] told me what classes to take; it worked out well, so I can trust him more now. He also helped with a transient class and printed some things out for me, which made me trust him too because he actually helped me. (Emily, Interview 1, p. 4, Line 10)

Emily was linking trust with the competency of her academic advisor; however, she took it a step further by explaining how academic advisors may build effective advising relationships and has highlighted a few behaviors that may enhance trust in this relationship. Next, we discussed more about actions and behaviors or the interpersonal aspects of constructing a trusted advising relationship and her advising preferences.

I think if they [academic advisors] pride themselves a little bit more and actually reach out to their students on a continual basis the advising would be even more effective. They should have to meet with students for an established number of advising sessions. I would trust him [my academic advisor] more if he actually tried a little bit harder in that way. I wish he would reach out a little bit more. I wish he would do just a little bit more. (Emily, Interview 1, p. 4, Line 17)

It is important for academic advisors to take initiative and reach out to their students, but what really enhances trust is if they [academic advisors] treat students as valued individuals. Emily stressed the impact of email correspondence among academic advisors and their students as a prime example.

I don't like the generic emails sent to everybody. Literally, all they [academic advisors] do is change your name. You can tell that everyone [students] received the same email, but your name is the only thing that changed, or it is addressed to "Dear Knight." It is too non personal! It kind of brings the trust down. Students are probably like. . . he/she doesn't care because I get the same email as 8,000 other freshmen. (Emily, Interview 1, p. 4, Line 21)

Emily expressed that she values personalized correspondence with her academic advisor, and feels that personalization is important to building trust in the advising relationship. This type of effort demonstrates that academic advisors really do care about their students and will help to open the lines of communication. Moreover, it shows that academic advisors have a genuine interest in the success of their students.

It is also imperative that academic advisors are kind, and provide their students with a sense of hope or assurance. Emily stated that her advisor says things like "you're bright; you're going to be fine," which makes her feel good. She also stated that those types of encouraging words assured her and let her know that things are going to be okay. Emily stated that kindness is critical as she would not trust her advisor if he was not nice, and she definitely would not trust him if she did not like him.

Conversely, Emily stated that her academic advisor can be too agreeable. It is difficult at times to distinguish if he is just being nice, or if he is really supportive of an idea. Honesty, even if it is not what she wants to hear, is important to the development of trust.

I would trust him [my academic advisor] a lot more if he told me, "I don't think this is the thing [major] for you." I think you should do this or you should do that. I

don't think I could trust someone who always agrees with me. I trust people who actually tell me the truth. (Emily, Interview 1, p. 5, Line 12)

Emily desired a collaborative rapport or a developmental approach to academic advising. She feels that students should come to their advisors with an idea, desire, and/or plan for their future and, with the help of the academic advisor, come to some agreement. Emily specified that ultimately it is up to the students, but they should trust the knowledge/expertise and judgment of their academic advisor.

I think it [the advising relationship] should be collaborative, but not to the point where they just agree; that's not the way to go. I think it should be where you work on it together. They should guide you. If I were signing up for a class, and he [my advisor] thinks that I shouldn't, I want him to be like, "No, I don't think so; you should take this one instead." They should have the authority and you should actually listen. (Emily, Interview 1, p. 11, Line 30)

Emily believes that it may not be beneficial or appropriate to speak with her academic advisor about personal topics. She feels that it is definitely important to disclose any personal matters that may be directly related to academics, but she specified that it [the advising relationship] should be kept at a professional level.

He's your "academic advisor," not your life or personal counselor. There may be an emergency or family health issue that you need to share, but he might not be able to help with that; it depends on the situation. There are other people [counselors] available for those types of concerns. Things that affect your classes and GPA, or problems like that should be discussed with your academic advisor. (Emily, Interview 1, p. 13, Line 24)

After clarifying Emily's advising preferences, we discussed what she felt the purpose of academic advising is. She specified that it [academic advising] has many purposes and is critical to the success of college students. Emily outlined her feelings about the burden of accountability that lies on the shoulders of an academic advisor.

The purpose of advising is that you [the student] do well in school. They [academic advisors] guide you. They help you with your classes. They help you with what you are going to do later on in life. It [academic advising] really has a lot of purposes, which is why it is so important. Academic advising isn't just agreeing; it is actually talking things out and helping you. (Emily, Interview 1, p. 12, Line 7)

Emily shared a telling story about her roommate, Karen, who was totally overloaded with difficult classes and ended up failing her math course. This ruined her GPA. Emily attributes her roommate's failure to an ineffective advising relationship. She believes that Karen's academic advisor should have done more to help her.

I feel like her advisor could have stopped that from happening by calling her and saying, "Oh, I can see you are taking five classes and they aren't going well, so why don't you drop this one. Or, "Why don't I help you get tutoring for these two classes." Tutoring is available. That is actual advising! Academic advising is about reaching out and helping. If they [academic advisors] don't make an effort to reach out to their students, then it shows me that they don't really care. (Emily, Interview 1, p. 12, Line 23)

At this time, Emily had an adequate level of trust in her academic advisor and was satisfied with the advising relationship. She stated that if her advisor ever did something that

made her not trust him, their association would be finished. There would be no more advising relationship if something major happened and there were adverse consequences.

If my advisor let me down when I really needed him, I would not continue the relationship. For example, if add/drop was approaching and I was not doing well in my class, and I didn't get an email reply and I stayed in the class and fail it, then I am going to blame him for not helping me and for not responding to an important email. This would cause some serious distrust [in the advising relationship] and I would never go back! (Emily, Interview 1, p. 13, Line 9)

P2. Karen

Karen is a reserved young lady who did not seem too willing to share her thoughts freely. She is a medium build with dark brown hair which was pulled back in a ponytail. She was wearing a white hoodie, blue jeans, and sneakers. She is white. Her demeanor is guarded, and her voice is tentative.

The requirements for participation in this research study have been met, as Karen holds the status of college freshman, is between 18 and 20 years of age, has not had any previous collegiate experience, and has visited her assigned academic advisor for at least two advising sessions. The academic advisor provided by the First Year Advising and Exploration Office is a Hispanic female whom she has met with on two occasions. Karen is an 18-year-old white female who has recently completed 25 credit hours at the University of Central Florida and currently holds a 2.3 GPA. Karen has a roommate, Emily, who also participated in this research endeavor.

Karen was somewhat interested in this research study and tentatively shared her thoughts about trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their associated characteristics. She defined trust as “being able to talk to someone and knowing you’re in good hands with them” (Karen, Interview 2, p. 1, Line 9).

Karen will offer trust to others until someone does something to make her distrust that individual. She has been fortunate to have really good people surrounding her and will typically give people the benefit of doubt. She did say that she might be a little cautious if she received prior negative information about another person.

For the most part, I offer it [trust] right away, unless something were to happen, or if I find out that they aren’t a nice person, then I’ll be a little more cautious. But for the most part, I just take people as they are. (Karen, Interview 2, p. 1, Line 14)

Karen provided a specific characteristic that may lead her to believe individuals with this trait are trustworthy: taking initiative. She associates trustworthiness with people who want to help her and get involved. It is important to her that someone takes a personal interest in her wellbeing.

If someone has gone out of their way for you, or if they have shown that they care about you, then I feel like this individual can be trusted. If they want to help you, or if they want to be involved in your life, then why not [allow them]. (Karen, Interview 2, p. 2, Line 7)

We began the substantive part of the interview protocol with trust questions [in general] and then shifted to dialog regarding the importance of trust in advising

relationships, the development of trust, and the role of trust in the development of effective advising relationships. Karen provided valuable insights regarding these topics.

I think it [trust] is very important because they [academic advisors] are the ones that are supposed to help you. I am a first-year college student. No one in my family has been to college, so I don't have anyone to go to for advice, so I want someone that can help me with the steps along the way. (Karen, Interview 2, p. 2, Line 11)

This is a powerful statement. Karen has highlighted the central purpose of academic advising which is to guide and shape college students and assist them in reaching their academic, personal, and/or career goals. Trusting the knowledge of courses/policies and the general guidance provided by academic advisors is critical.

Karen is completely reliant on her academic advisor for pertinent information that will contribute to her success. She did not have a firm understanding of institutional policies/procedures that some may assume is universal. Likewise, neither did her family, so she has placed all of her trust in the assigned academic advisor. Karen felt contented in doing so, as her assigned academic advisor has been placed in that role [by the university] to ensure her success. Karen believes that trust is linked to the competency and initiative demonstrated by her advisor. Unfortunately, she has been let down by her academic advisor, and the trust that was initially granted has now been permanently damaged.

She [my academic advisor] is really nice, but I've had issues with her. I'd rather do without her. I'd rather have someone else. I feel like the advisor I have doesn't know how to help me in the ways that I need help. So, I need someone who can help me. (Karen, Interview 2, p. 2, Line 21)

The issues raised by Karen regarding the broken relationship with her academic advisor are discussed in further detail later in this section. We continued with the interview, and she answered the questions with an optimistic attitude. However, the relationship she currently has with her academic advisor has been strained. Karen was asked to define an effective advising relationship and to identify behaviors or actions that may enhance trust in this relationship.

I think someone [an academic advisor] who not just emails, but sends active emails, asking questions like “How’s everything going,” or, “How are you?” Not just the generic, “I hope everything is okay.” (Karen, Interview 2, p. 2, Line 16)

Karen stressed how important it is for academic advisors to take the initiative and reach out to their students, ensuring they are doing whatever is necessary to help them with academic achievement. She feels that they [academic advisors] need to get involved, and most importantly, follow up with their students. This accountability shows that the academic advisor has a genuine interest in the success of his/her students.

Regrettably, Karen stated that her academic advisor really let her down as she did not follow up on a very important email. She had emailed her advisor about a math class in which she was not doing well, wanting to know about her options to drop or get more help. As a result, Karen received a grade of “F” in her course as she was unaware of the add/drop procedure or what else she may have done to prevent this. She placed all of the blame on her advisor for this mishap.

She [my academic advisor] is a very nice person and easy to talk to, but when I needed her, and I tried emailing her, she never emailed me back. I had a lot of problems last semester [as a result]. (Karen, Interview 2, p. 2, Line 25)

Karen specified that she prefers an authoritative advising relationship or a prescriptive approach to advising. She feels that college students should come to their advisors who should provide all of the necessary information to ensure student achievement. Karen believes that the role of academic advisors should be to tell their students what they need to know and what they need to do.

I would rather my academic advisor tell me what I need to do, than me having to figure it out. I'm inexperienced; I don't know what I am doing. I'd rather have someone who has experience tell me, "This is what you should do," or "This is in your best interest." (Karen, Interview 2, p. 7, Line 1)

After clarifying Karen's advising preferences, we discussed what she felt the purpose of academic advising is. She specified that it [academic advising] has many purposes and is critical to the success of college students. Karen outlined her feelings about the burden of accountability that lies on the shoulders of an academic advisor.

They [academic advisors] are supposed to be there to help you. They are there for students like me, with no experience in college whatsoever. They need to be there to get you through your first year. So many college students drop out of their first year and never come back, because they're lost. You need someone there to guide you and help you, and to help you do what you are supposed to be doing. (Karen, Interview 2, p. 7, Line 5)

According to Karen, a trusted advising relationship will yield positive student outcomes, greatly impact the first year experience, and aid in the retention of college students. If academic advisors took the initiative, proactively followed up with students, and

showed a genuine interest in their students' success, they would then own the essential building blocks necessary to construct a trusted advising relationship.

If I had a good advisor, and I could have gotten help, then I probably could have completely avoided my GPA dropping so low. I am very miserable right now because I have this stress hanging over me. I need to get my GPA up, or I could lose my scholarships. My overall college experience would be completely different had my advisor followed up with me. (Karen, Interview 2, p. 8, Line 27)

Karen indicated that the first year in college is critical and that this population of students needs their advisors to be there for them. They [academic advisors] must be held accountable for helping their students succeed. She also said that an effective advising relationship may impact student retention and the overall first year experience in a positive way.

It [an advising relationship] is very important. I think the first year makes everything. I know a lot of people [students] who have gone through their first year and they are like, "I don't like this," and they go back home. For a lot of first year students, they just drop out. (Karen, Interview 2, p. 9, Line 7)

Academic advisors have the opportunity to make a significant impact on the futures of first-year college students. However, Karen explained that distrust may prevent a relationship from forming or could be the determining factor resulting in a fatal collapse of the advising relationship. She indicated that her distrust was linked to the lack of reliability demonstrated by her advisor.

She [my academic advisor] is just not reliable. For me, that was very damaging to the [advising] relationship. If you don't have trust, you don't have anything. You can't

talk to them [academic advisors] about anything if you don't trust them with your issues. (Karen, Interview 2, p. 11, Line 6)

P3. Joseph

Joseph is an overtly intelligent young man who was happy to provide his perspectives. He is small with light brown hair which is kept at a close shave. He was dressed in a white t-shirt, black shorts, and flip flops. He is white. His demeanor is confident, and his voice is a touch arrogant.

The requirements for participation in this research study have been met as Joseph holds the status of college freshman, is between 18 and 20 years of age, has not had any previous collegiate experience, and has visited his assigned academic advisor for at least two advising sessions. The academic advisor provided by the First Year Advising and Exploration Office is a white female whom he has met with on two occasions. Joseph is a 19-year-old, white male who has recently completed 11 credit hours at the University of Central Florida and currently holds a 3.3 GPA. He was born and raised in Europe as part of a military family. He will continue this tradition as he is now an active member of the UCF ROTC. He has a fraternal twin sister named Emily who also participated in this research endeavor.

Joseph was interested in this research study and was happy to provide his perspectives about trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their related characteristics. He believes that trust is about relying on a person to do something favorable for another individual.

I define trust as a feeling that you develop for a person that you know, or someone you interact with, that you can rely on that person to do something favorable for you in a time of need. (Joseph, Interview 3, p. 1, Line 2)

Joseph specified that his level of trust is contingent on the type of relationship or the extent of interdependence with another individual. He also said that if people are like him, or if they share a common goal, the trust bond is stronger. Joseph indicated that though there is a lot of variability in his ability to trust, he can be very trusting.

It [trust] varies actually; it depends on the person that I am interacting with. I can be, but I'm not [trusting]. In ROTC, I trust most people there because they are like me; they are doing the same thing I'm doing; we have a common goal. I will trust them more than someone in my English class that I barely talk to. We have a class together, but in ROTC, we do things together, we share things, and we have to work together, or collaborate, to be successful. Teamwork is essential in ROTC. We all develop bonds, so there is more trust there than someone in one of my classes.

(Joseph, Interview 3, p. 1, Line 5)

From Joseph's viewpoint, trust is not, and should not be, offered right away, as he stated that it [trust] must be earned. If trust is offered too soon, it can be a problem. Joseph shared his views about human nature, asserting that some people will abuse trust. This perspective came from his previous interactions with others. Like Emily, his twin sister, Joseph has been in school situations where group projects were required, and others did not fulfill their obligations. Fulfilling one's obligations assists with the development of trust. Conversely, not following through on commitments reduces trust in relationships.

Joseph provided two specific characteristics that may have led him to believe individuals with these traits are trustworthy: honesty and reliability. He associates trustworthiness with people who tell the truth, are dependable, and are social beings.

If you are an overall, honest person and you don't really lie a lot, and you don't really catch someone lying, and if they're reliable, then I guess that would make them more trustworthy. I think you have to be social too. I wouldn't think that an antisocial person would be trustworthy, just because that is like subconsciously in our brains.

If you're antisocial, you're not like us. (Joseph, Interview 3, p. 2, Line 7)

In contrast, Joseph asserted that individuals who avoid telling others something are not trustworthy because they are being dishonest. If there is an established level of trust in the relationship, involved persons will not have to hide anything. Individuals who withhold information are not trusted.

We began the substantive part of the interview protocol with trust questions [in general], and subsequently shifted to dialog regarding the importance of trust in advising relationships, the development of trust, and the role of trust in the development of effective advising relationships. Joseph provided valuable insights regarding these topics.

I trust her [my academic advisor] with my academic future. I don't know what classes I need to take for my major. I don't know any of that, so I hope that by trusting her recommendations on what classes to take, I'll actually be able to graduate in four years. You [the students] are really reliant on them [academic advisors].

(Joseph, Interview 2, p. 2, Line 19)

This is a prevailing statement, as Joseph has emphasized the key purpose of academic advising which is to guide students and assist them in reaching their academic,

personal, and/or career goals. Trusting the knowledge of courses/policies and the general guidance provided by academic advisors is vital. Joseph defined an effective advising relationship as one in which academic advisors offer accurate information to their students who have confidence in the information being shared. Having the confidence to know that one's advisor is knowledgeable, well-educated, and has an adequate amount of experience in the field is critical.

She [my academic advisor] has been doing this [advising] for years. It's not like her first year of experience in the field. If it were her first year, I'd probably still have a good amount of confidence in her, but if someone has been doing it for years, then I would trust him/her more than a brand new person [academic advisor]. (Joseph, Interview 3, p. 3, Line 21)

Joseph linked trust with the competency of his academic advisor. We continued the interview, discussing advisors' actions and behaviors, the interpersonal aspects of constructing a trusted advising relationship, and his advising preferences.

If they [academic advisors] are polite, kind, and nice, that always helps. If they are not rude about it [advising], and they're not like grouchy or in a bad mood every time I visit the advising office, or if they are generally nice, and you have an opportunity to speak with an advisor one on one for a period of time, that helps [establish a trusted advising relationship]. (Joseph, Interview 3, p. 2, Line 32)

It is important that academic advisors are benevolent and treat their students with respect. Likewise, Joseph stressed the importance of reliability. "If she [my academic advisor] does a good job over multiple appointments, then I know she is trustworthy. That is how trust is built" (Joseph, Interview 3, p. 9, Line 2).

Joseph desired a mixture of prescriptive and developmental advising. He appreciates advice from his academic advisor, but will ultimately do what he feels is best. Joseph will not shy away from good dialog and bounce ideas back and forth; however, he has the final word in the decision-making process.

If she [my academic advisor] is telling me what I should take, that is different than telling me what I have to take. Those two things are different. If she is telling me that I have to take something, I wouldn't like that at all. I think it's a mix of both for me. (Joseph, Interview 3, p. 6, Line 4)

In Joseph's opinion, it is not beneficial or appropriate to talk with his academic advisor about personal topics. He feels that it is definitely important to speak with academic advisors about things that may help, but feels that it should be kept at a professional level.

I am comfortable discussing personal topics with anybody, but I feel like advising sessions are not the time and place to do it. I am trying to get some advice on academics. I don't need to talk about how, "I scored two goals in my soccer game yesterday." (Joseph, Interview 3, p. 8, Line 7)

After clarifying Joseph's advising preferences, we discussed what he believes about the purpose of academic advising. He specified that it [academic advising] has a single purpose and is helpful to the success of college students. It is to ensure that students take the right classes. Joseph outlined his feelings about the burden of accountability that lies on the shoulders of an academic advisor.

If I trust my academic advisor to set up a proper plan [course schedule], then a positive student outcome would be that I follow that plan and I actually graduate on time. If I trust my academic advisor with doing her job correctly, which because of

her experience I do, then my plan will be effective in helping me graduate. (Joseph, Interview 3, p. 7, Line 9)

Joseph has an adequate level of trust in his academic advisor and is satisfied with the current advising relationship and the advising services provided. He went on to share some interesting perspectives on distrust in the advising relationship. Joseph feels that distrust prevents the development of an advising relationship

I think that distrust prevents the development of any relationship, not just advising. If you don't trust someone, there is no way you are going to develop a relationship with him/her other than a negative one. (Joseph, Interview 3, p. 9, Line 11)

Conversely, and this is a unique perspective, Joseph claimed that an effective advising relationship can still exist due to their [academic advisors] professional obligations to the students. Academic advisors have a job to do and are held accountable by the missions of their respective institutions.

You may not trust [your academic advisor] personally, but they still have to do their job. Even if you distrust them, they are still forced to do their job. If an academic advisor tried to screw someone over, that could come back to bite them. I feel they still must do their job correctly no matter whom they are dealing with. (Joseph, Interview 3, p. 9, Line 16)

P4. Diego

Diego is a laid-back young man who seemed excited to share his feelings and experiences. He is small with dark brown hair which he wore in long dreadlocks. He was

dressed in a black and yellow t-shirt with a picture of a flag, khaki shorts, and flip flops. He is Hispanic (from South America). His demeanor is pleasant, and his voice is gentle.

This participant was on the borderline for meeting the basic requirements for involvement in this research study, as Diego is between 18 and 20 years of age, had not had any previous collegiate experience, and had visited his assigned academic advisor for at least two advising sessions. Yet, he now holds the status of college sophomore. The academic advisor provided by the First Year Advising and Exploration Office is a white male, whom he has met with on five occasions. Diego is a 20 year old, Hispanic male who has recently completed 30 credit hours at the University of Central Florida and currently holds a 4.0 GPA. He was born and raised in South America.

Diego was intrigued by this research study and willingly shared his feelings and experiences about trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their related characteristics. He believes that trust provides a feeling of comfort with another person and can open the gates to another dimension within relationships. “Trust is when you reach a certain comfort level with somebody, and where you feel comfortable enough to discuss things other than the regular; it breaks boundaries” (Diego, Interview 4, p. 1, Line 2).

According to Diego, he is very trusting person and offers it [trust] right away. He shared his philosophy on trust and how it is offered. Diego will trust others up front and take away a little piece of this trust depending on what an individual may or may not do. Also, what he might know or have heard about persons prior to meeting them may affect the amount of trust provided. If an individual has a bad reputation, there may be a lower level of trust. Diego credits his mother for these trusting characteristics in that she stressed

the importance of being kind to others, and he feels that kindness is an important aspect of trust. Diego described how his mother helped shape his ability to trust.

It is probably because of the way my mom brought me up. She's really adamant about being kind to people and trust goes hand in hand with kindness. It is a generous gesture to offer trust to another person even if you just met them or don't know much about them. (Diego, Interview 4, p. 1, Line 13)

Diego presented two specific characteristics that may have led him to believe persons with these traits are trustworthy: sociability and responsibility. He associated trustworthiness with individuals who are social beings who are able to successfully interact with others.

Likewise, persons who are responsible are more likely to be trusted.

How social are they? And, do people actually like them? How is the person described? Are they likable? If they are likeable, I automatically assume they are trustworthy. If someone is irresponsible and they leave things to the last minute, or they seem kind of lethargic, I just wouldn't trust them with certain things. (Diego, Interview 4, p. 1, Line 3)

Conversely, Diego shared a characteristic about individuals who may not be trustworthy. He named this trait "expressions." He defined this quality as someone who is "upbeat or interested in what you have to say, or shows an interest in getting to know you" (Diego, Interview 4, p. 2, Line 8). He stated that if a person shows an interest in him, then that increases trust in the relationship. In contrast, if a person does not really seem too excited about him or what he has to say, there is less trust present.

We began the substantive part of the interview protocol with trust questions [in general], and shifted to a dialog regarding the importance of trust in advising relationships,

the development of trust, and the role of trust in the development of effective advising relationships. Diego provided valuable insights regarding these topics.

It [trust] is important because as a first-year college student, you walk in [to the college experience] with open eyes. You don't know anything about classes, but your academic advisor is given the responsibility [by the institution] to guide you and tell you which classes to take and what clubs to join. I have to trust his [my academic advisor] knowledge and insights to lead me in the right direction. (Diego, Interview 4, p. 2, Line 13)

This is a strong assertion, as Diego has stressed the fundamental purpose of academic advising which is to guide and shape college students and assist them in reaching their academic, personal, and/or career goals. Trusting the knowledge of courses/policies and the general guidance provided by academic advisors is imperative.

Diego explained how academic advisors may build effective advising relationships, emphasizing a few behaviors that may enhance trust in this relationship. Moreover, he discussed more about actions and behaviors, the interpersonal aspects of constructing a trusted advising relationship, and his advising preferences.

I think you have to feel comfortable with them [academic advisors]. If you are able to talk about your life and what you want to do, it expands the range that they can see in your future and what you actually want to do, instead of generic paths that they have chosen for their past students. If you open up and talk about yourself, it makes it more of a personal thing. (Diego, Interview 4, p. 2, Line 19)

According to Diego, opening up and talking about himself assists the academic advisor in helping him in the future. He sees a real benefit to sharing personal information

that will aid in constructing the advising relationship. Diego continued to express ways that an academic advisor may enhance trust in the advising relationship.

You can tell if someone is being “fake.” Some people are trained to interact with others, and you can tell when they are just following a guideline and doing what they are supposed to do. Then, there are genuine people, like they are happy to see you. They will really want to know how your semester is going, instead of just “doing the job.” I think those are the characteristics that I would look for in an advisor. (Diego, Interview 4, p. 2, Line 29)

It is apparent that Diego links trust with the sociability of his academic advisor. As we continued the dialogue regarding actions and behaviors and the interpersonal aspects of constructing a trusted advising relationship, kindness was featured.

A kind person creates a great environment. When you don’t like somebody, you kind of feel tension in the room, or you limit your conversations; you just don’t want to be there. If someone is kind, they are caring, and if they care, then you kind of spill more of your soul into them because that is someone who actually wants to hear what you have to say. (Diego, Interview 4, p. 3, Line 18)

Diego prefers a collaborative rapport, or a developmental approach to academic advising. He feels that academic advisors and students must work together and brainstorm to produce and implement ideas, desires, and/or plans for students’ futures. Ideally, the academic advisor and student would discuss and blend their thoughts and come to a consensus. Diego specified that ultimately it is up to the students, but they should trust the expertise and judgment of their academic advisors.

We go back and forth with ideas. He [my academic advisor] will give a suggestion that is based off of what I said, or what he knows I am interested in. He mixes his experience and knowledge with my interests, and I think that is a major thing in advising. (Diego, Interview 4, p. 4, Line 21)

Diego believes that it is beneficial to talk with one's academic advisor about personal topics. He has built a significant relationship with his advisor and feels that they are there to help students and they need to know as much information as possible. Diego specified that if one is closed, the relationship will be closed.

It is beneficial because the advisor isn't just there for school things. Your academic advisor is supposed to be that one person you can talk to if you don't feel like going all the way to the clinic or whatever. If you create a good, comfort level with the advisor from the beginning, then it's somebody you know, and they are about what is going on in your life. Having someone to talk to makes everything ten times easier. (Diego, Interview 4, p. 8, Line 25)

After exploring Diego's advising preferences, we discussed his beliefs about the purpose of academic advising. He specified that it [academic advising] is about helping students make decisions based on their interests and in union with the expertise of their academic advisor. They [academic advisors] are the "backbone" for students and should make them feel more confident about the decisions they make.

Diego has a good amount of trust in his academic advisor and was pleased with the present advising relationship. He believes that trust is a decisive factor in maintaining advising relationships; inversely, distrust can be instrumental in destroying it.

I don't really think an advising relationship can exist without trust because he [my academic advisor] is like a mentor, and you really have to believe in what he is saying, and know that he is saying it for a reason. If you don't really trust what they [academic advisors] have to say, then why do you have them as an advisor? They are the ones giving you advice. If you don't trust the advice, then what is the point of going to advising? (Diego, Interview 4, p. 10, Line 3)

P5. Nicholas

Nicholas is a serious young man who was willing to share his thoughts and perspectives. He is small with dark brown hair which is kept at a close shave. He wore all black athletic/workout gear with flip flops. He is white. His demeanor is assertive, and his voice is stern.

The requirements for participation in this research study have been met, as Nicholas holds the status of college freshman, is between 18 and 20 years of age, has not had any previous collegiate experience, and has visited his assigned academic advisor for at least two advising sessions. The academic advisor provided by the First Year Advising and Exploration Office is a white female whom he has met with on two occasions. Nicholas is an 18-year-old, white male who has recently completed 12 credit hours at the University of Central Florida and currently holds a 3.2 GPA. He is a member of the UCF ROTC with Joseph, his roommate who also participated in this research endeavor.

Nicholas was interested in this research study and willingly shared his thoughts and perspectives regarding trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their

related characteristics. He defined trust as “a willingness to rely on another without incentive” (Nicholas, Interview 5, p. 1, Line 2) Nicholas stated that trust depends on the situation, as appearance and body language affect his willingness to offer it.

I feel like I’m trusting unless someone gives me a reason not to. I wouldn’t say profiling, but if someone walks up to me in a suit and tie, I’d be more willing to trust him than someone who walks up to me in raggedy clothes, or with a gun pointed at me. Also, body language is big. (Nicholas, Interview 5, p. 1, Line 4)

According to Nicholas, his ability to trust was molded from previous relationships with others in school, with his family members, by means of his involvement with persons in sports and other organizations. Through our daily exchanges with people in society, our willingness to offer trust is fashioned.

Team building exercises, playing sports, being on a team where you are forced to rely on others, and being an older brother, were all experiences that helped shape my ability to trust. In ROTC, for some of the exercises we do, we have to trust the other person. We had one exercise with a high tower obstacle courses where there are only two wires and you have to lean against each other the entire time to get across, so it [the exercise] is heavily reliant on trusting the other person. (Nicholas, Interview 5, p. 1, Line 16)

Nicholas presented his leading characteristic that may have led him to believe that individuals with this trait are trustworthy: respect. He associates trustworthiness with people who treat others with reverence, indicating that people’s politeness helps him to trust. He also noted the importance of mutual respect. He does not appreciate people who, upon first meeting, operate as though they know him on an intimate level.

In contrast, Nicholas offered his perceptions of individuals who are not trustworthy. Though he did not want to profile, he believes appearances do matter and that preconceived notions play a huge role in the ability to extend trust to others. Nicholas shared some detailed information about the physical characteristics he believes are related to distrust.

If someone comes up to me and they're wearing a mask, it's really hard to trust somebody when you can't see their face. If someone walks up and they look unprofessional and they are supposed to be operating on a professional level, and they have a long, unruly beard and hair that is long and also hangs all over the place, and red puffy eyes, or if there are other red flags that are out of character that you might expect from that person. (Nicholas, Interview 5, p. 2, Line 5)

We began the substantive part of the interview protocol with trust questions [in general], and shifted the dialog to the importance of trust in advising relationships, the development of trust, and the role of trust in the development of effective advising relationships. Nicholas offered great perspectives on these topics.

I think trust is important because if you don't trust them [academic advisors] to help you sign up for your general education courses, then you can really mess up your transcripts. Or, if you run into a problem with scheduling classes, and you go to the advisor to see what you should do, you expect them to be an expert, so you need to be able to trust them. You just kind of have to have faith. (Nicholas, Interview 5, p. 2, Line 17)

This is a powerful declaration, as Nicholas has underlined the central purpose of academic advising which is to guide and shape college students and assist them in reaching their academic, personal, and/or career goals. Trusting the knowledge of courses/policies

and the general guidance provided by academic advisors is critical. In addition to proficiency in the field, acting in a professional manner and demonstrating confidence are essential characteristics also related to trustworthiness.

If you seem like you know what you are talking about, even if you don't, but if you appear like you know what you're talking about, people are always more likely to believe you. So, maintaining professionalism and knowing what you're talking about, having done your research and being able to answer questions [are trustworthy behaviors]. (Nicholas, Interview 5, p. 3, Line 14)

Nicholas linked trust with the competency of his academic advisor. He took it a step further by explaining how academic advisors may build effective advising relationships and highlighted a few behaviors that may enhance trust in this relationship. He also discussed more about actions and behaviors, the interpersonal aspects of constructing a trusted advising relationship, and his advising preferences.

I'm not the most happy guy walking around with this big smile on my face, but seeing somebody [my academic advisor] walk up with a smile on her face is a lot less intimidating than someone with a frown. It does make them more trustworthy.

(Nicholas, Interview 5, p. 4, Line 6)

According to Nicholas, kindness is a positive quality in an academic advisor as it makes him more comfortable in advising sessions. It is less intimidating and helps open the lines of communication. A kind demeanor exhibited by his academic advisor will have a positive effect, as Nicholas will be working with her [his academic advisor] to plan and organize his college coursework.

Nicholas prefers more of a collaborative rapport or a developmental approach to academic advising than a prescriptive method. From his description, it is more like a combination of both ideologies. He believes it is the responsibility of the academic advisor to make him aware of all his academic choices and discuss these options in great detail, but allow him to have the final say.

My [advising] preference is to have all of my options in front of me, and be told what each option entails, and what they mean, and then from there, I'd like to have the ability to make my own decision. So, having multiple paths to choose from and knowing what consequences would happen regarding each choice. (Nicholas, Interview 5, p. 6, Line 30)

Nicholas does not believe that it is beneficial or appropriate to talk with one's academic advisor about personal topics. He has more of a serious personality and looks to his advisor as an authority figure. This may be due to his ROTC background. Nicholas believes the dialog between advisor and student must be strictly professional and that personal issues do not have a place in the academic advising office.

I think it [personal issues] is an ineffective use of the advisor's time because there are students out there with problems that are more pertinent to their academic careers, and for someone with personal problems that need to be assessed, there should be another resource, or a friend, who is more fitting to talk to. This is why they are called the "academic advisor." (Nicholas, Interview 5, p. 8, Line 11)

Nicholas has a satisfactory amount of trust in his academic advisor and is pleased with the current advising relationship. He is getting what he needs from his advisor which is for her to answer his questions and ensure he is on the right track as far as course

scheduling. His needs are straightforward as he knew what he wanted to major in from the start. For other students, Nicholas shared his views on how academic advisors may assist those who are undecided or may have more complex needs.

Being able to seek advice in what they [students] should do based on their interests and job skills and background can do a lot for someone who doesn't know what they are doing. And, to have an academic advisor with the background knowledge and empathy to be able to understand the situation the student is in and to be able to accurately assess what the problems may be [is a major advantage]. (Nicholas, Interview 5, p. 8, Line 9)

P6. Ricardo

Ricardo is a fidgety young man who seemed nervous, but was willing to share his experiences. He is tall with dark, greasy hair which was unkempt. He wore a white and lavender polo, khaki cargo pants, and boat shoes. He is Hispanic. His demeanor is tentative, and his voice is shaky.

The requirements for participation in this research study have been met, as Ricardo holds the status of college freshman, is between 18 and 20 years of age, has not had any previous collegiate experience, and has visited his assigned academic advisor for at least two advising sessions. The academic advisor provided by the First Year Advising and Exploration Office is a white male, whom he has met with on five occasions. Ricardo is a 19-year-old, Hispanic male who has recently completed seven credit hours at the University of Central Florida and would not disclose his GPA. His roommate, Hector, also participated in this research endeavor.

Ricardo was really interested in this research study and willingly shared his experiences concerning trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their related characteristics. He specified that trust is about relating on a personal level with someone and being able to relying on that person.

It [trust] is the feeling where you can tell someone personal things and you feel like you can rely on them for certain things that you couldn't for other people. You also feel they are "solid," and they are not going anywhere. It is about reliability and sociability. It is about opening up and relying on tasks to be done [for them to do something for you]. (Ricardo, Interview 6, p. 1, Line 2)

Ricardo is not an overly trusting person, and this is a result of his upbringing and past dealings with students in high school where he held a leadership position. He stated that trust has to be earned and that it takes time to develop. Ricardo indicated that he would typically need to have multiple exchanges with an individual before he could actually trust that person. If the first experience went well, that builds trust.

According to Ricardo, there are two central characteristics that may have led him to believe persons with these traits are trustworthy: openness and responsibility. He associates trustworthiness with people who talk about themselves and who are focused on completing their tasks. Ricardo emphasized results as he is impressed with others who are responsible and follow through on their commitments.

I feel you can tell [if someone is trustworthy] by the way they talk about their responsibilities. Sometimes a friend may say, "I can't hang out tonight because I have homework," or, "I have to go to this meeting." This kind of indicates that they

get their stuff done. I've also noticed that if people open up and share their personal issues, it is likely that the other person will open up as well, which most likely means that person is trustworthy. I will share personal things with someone if they've shared things with me. (Ricardo, Interview 6, p. 3, Line 13)

We began the substantive part of the interview protocol with trust questions [in general], and shifted the dialog to the importance of trust in advising relationships, the development of trust, and the role of trust in the development of effective advising relationships. Ricardo offered valuable insights regarding these topics.

I think it is important that I can trust my academic advisor because so much of my future and my short-term wellbeing in terms of academics all ride on him. My parents didn't go to college, so I have no idea how to navigate all of this stuff. I don't have anyone to ask about these things [related to college]. My advisor is like my rock. (Ricardo, Interview 6, p. 2, Line 30)

This was a telling statement, as Ricardo underscored the central purpose of academic advising, which is to guide and shape college students and assist them in reaching their academic, personal, and/or career goals. Trusting the knowledge of courses/policies and the general guidance provided by academic advisors is critical.

This isn't his [my academic advisor] first rodeo! He's done this before, and often refers to past experiences, which really helps me feel like he knows what he is doing. I can see from his wall that he's been to several different colleges (from his diplomas), so I feel that broadens his experience. This is a big plus in terms of ability because he'll know how the system [advising] works. I feel like his ability to advise is greater because of this experience. (Ricardo, Interview 6, p. 6, Line 22)

Ricardo links trust with the competency of his academic advisor. He took it a step further by explaining how academic advisors may build effective advising relationships, highlighting a few behaviors that may enhance trust in this relationship. He also discussed actions and behaviors, the interpersonal aspects of constructing a trusted advising relationship, and his advising preferences.

I feel that kindness is a big deal because if he [my academic advisor] was really stern, it would make things awkward and I wouldn't want to ask for too much. I might not try to get as much help. If I withhold information or do not ask questions, that is going to hurt me. (Ricardo, Interview 6, p. 4, Line 7)

If the advisor is not kind, students might withhold information to try and minimize the interaction. Ricardo indicated that he should not be worried about asking questions but would feel less comfortable doing so if his academic advisor was not benevolent. The absence of kindness may create a barrier in the relationship.

In line with Ricardo's advising preferences, he prefers a collaborative rapport, or a developmental approach to academic advising. He stated that he appreciates his advisor's input, and this style of advising allows for items to be exchanged. "There is a good amount of collaboration in terms of him putting forth ideas and me having the option of taking it or leaving it" (Ricardo, Interview 6, p. 5, Line 24).

After clarifying Ricardo's advising preferences, we discussed the purpose of academic advising. He specified that it [academic advising] has many purposes and is critical to the success of college students. Ricardo shared his feelings about the burden of accountability that lies on the shoulders of an academic advisor.

I should be able to trust my advisor, where I feel like I won't be misled and I won't feel like I've wasted my time asking questions. My advisor should be the first person I go to for academic questions. I should be able to rely on him for assistance with class selection and related advice. (Ricardo, Interview 6, p. 8, Line 7)

Ricardo has a good amount of trust in his academic advisor and is contented with the current advising relationship. He stated that if he ever did something that made him lose the established trust, their affiliation would end. It would be difficult to have an advising relationship if something major happened and there were adverse consequences.

I rely on him [my academic advisor] a lot for big deal stuff, so if I don't trust him, then I would feel strongly about not working with him. I'll get someone else. I would totally switch advisors. If I can't rely on you, then I am not going to trust you with big decisions. If there is no trust, then I won't even deal with you. (Ricardo, Interview 6, p. 8, Line 5)

P7. Marie

Marie is a chatty young lady who seemed pleased to share her experiences and thoughts. She is a very petite with medium brown, shoulder length hair. She wore a pink zip-up sweater, white t-shirt, denim shorts, and flip flops. She is white. Her demeanor is gregarious, and her voice is lively.

The requirements for participation in this research study have been met, as Marie holds the status of college freshman, is between 18 and 20 years of age, has not had any previous collegiate experience, and has visited her assigned academic advisor for at least two advising sessions. The academic advisor provided by the First Year Advising and

Exploration Office is a white male with whom she has met on five occasions. Marie is a 19-year-old, white female who has recently completed 24 credit hours at the University of Central Florida and currently holds a 2.75 GPA. She is not related to any of the participants in this research endeavor.

Marie was very interested in this research study and unreservedly shared her experiences and thoughts about trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their related characteristics. She believes that trust is having a connection with someone and being able to rely on another. She defines trust as:

It [trust] is a bond in the relationship you have with someone. You need to be assured that if you need them, they'll be there. It is kind of like a dependency in a way. It's a quality or characteristic that someone has reliability, is there when you need them, and you trust their instincts and while they are telling you. (Marie, Interview 7, p. 1, Line 2)

According to Marie, she is too trusting at times and offers trust right away, as her parents taught her the "do not judge someone by their cover until you get to know them" philosophy (Marie, Interview 7, p. 1, Line 11). She admitted that this way of thinking does not always work out. Marie feels that she has a tendency to open up to people more than she should.

I'm a very open person. I end up saying things that you would say to a person that you've known for a long period of time. I am extremely extraverted. I've gotten myself in a lot of pickles by saying too much to certain people. (Marie, Interview 7, p. 1, Line 7)

Marie shared two explicit characteristics that may have led her to believe people with these traits are trustworthy: kindness and selflessness. She links trustworthiness with individuals who are kind and light-hearted. Marie went on to say that she can really trust those who are caring and compassionate and put others before themselves. Her academic advisor is friendly and lightens the mood with jokes. She really appreciates these qualities.

We began the substantive part of the interview protocol with trust questions [in general] and shifted the dialog to the importance of trust in advising relationships, the development of trust, and the role of trust in the development of effective advising relationships. Marie provided valuable insights about these topics.

It [trust] is important in the advising relationship because you are trusting that person [your academic advisor] with your future. I need to trust that he knows what he is talking about and that he is qualified and has the knowledge. I am a freshman. I don't really know much [about college]. (Marie, Interview 1, p. 2, Line 13)

This is a powerful statement. Marie emphasized the essential purpose of academic advising which is to guide and shape college students and to assist them in reaching their academic, personal, and/or career goals. Trusting the knowledge of courses/policies and the general guidance provided by academic advisors is critical.

Marie is relating trust with the competency of her academic advisor. However, she took it a step further by explaining how academic advisors may build effective advising relationships and has highlighted a few behaviors that may enhance trust in this relationship. She discussed actions and behaviors, the interpersonal aspects of constructing a trusted advising relationship, and her advising preferences.

I think someone who is patient, and who is going to research things. It shows me that he is qualified and trying [to help]. I trust that the knowledge he is giving me is correct. He is humble and honest. His [demeanor] smile and the way he presents himself, his tone of his voice [leads me to believe he is trustworthy]. (Marie, Interview 7, p. 2, Line 3)

According to Marie, the way her academic advisor interacts with her, specifically his demeanor, assists in building the advising relationship. Characteristics such as being humble, honest, and patient go a long way toward establishing a trusting rapport. Marie supported this view by stating that academic advisors need to be kind.

He [my academic advisor] is kind and compassionate. He has a kindness to his heart and that shows he is not a bad person. An effective advisor is someone who is a kind person, someone you can trust, and wants you to do well. A kind person has good thoughts and good actions. (Marie, Interview 7, p. 3, Line 24)

Marie desires a collaborative rapport or a developmental approach to academic advising. She believes that students should come to their advisors with an idea, desire, and/or plan for their future and, with the help of the academic advisor, come to some agreement. Marie stated that ultimately it is up to the students, but they should trust the expertise and judgment of their academic advisors.

When I first came to UCF, I was very hesitant to take five classes, but he [my academic advisor] stated that I needed to if I wanted to keep my financial aid. I was so confused about everything, but he explained it to me. He respects my wishes and decisions [as I didn't want to take a particular class], but he will give his side as to why I should do something. (Marie, Interview 7, p. 4, Line 28)

Marie believes that it is beneficial to talk with an academic advisor about personal topics. She stated that some students are going through a lot and need someone to assist them and listen to these concerns to help change their mindset.

He [my academic advisor] is not a therapist or a counselor in any way, but he can be your friend and still be your professional advisor. You should be able to talk to advisors about issues. He can give me a pat on the back and help give me a better outlook on the future. (Marie, Interview 7, p. 7, Line 27)

Marie has a plentiful amount of trust in her academic advisor and is happy with the existing advising relationship. She stated that if he ever did something that made her not trust him, their rapport might decline, but it would not necessarily be over. If there is distrust present, it is more difficult to forge a relationship.

P8. Hector

Hector is an abrupt young man who was willing to provide just enough of his feelings and perspectives. He is small with dark brown, slick back hair, and was dressed in a red shirt, black shorts, and penny loafers. He is Hispanic. His demeanor is detached, and his voice is apathetic.

This participant is on the borderline for meeting the basic requirements for involvement in this research study, as Hector holds the status of college freshman, is between 18 and 20 years of age, has visited his assigned academic advisor for at least two advising sessions; yet, he does have previous collegiate experience though his dual enrollment program. The academic advisor provided by the First Year Advising and Exploration Office is a white male whom he has met with on two occasions. Hector is a 19-

year-old, Hispanic male who has recently completed 24 credit hours at the University of Central Florida and currently holds a 3.2 GPA. His roommate, Ricardo, also participated in this research endeavor.

Hector was mildly interested in this research study and grudgingly shared his feelings and perspectives about trust [in general], the importance of trust in advising relationships, and the role of trust in the development of effective advising relationships, distrust, and their related characteristics. He believes that trust is about the rapport one builds with another individual. He defined trust as:

It [trust] is really something that is like a bond. You have to understand and get to know who they are [another person] to be able to trust them. It takes time to establish. You have to learn who the person is before you can trust them. You make your judgments off of that. (Hector, Interview 8, p. 1, Line 2)

Hector is not a very trusting person, but stated that he is trustworthy. His ability to trust was shaped in part by previous interactions with dishonest individuals. This changed his level of trust in other people and altered his expectations about how they will act in relationships. He specified that it is difficult to trust someone if you don't really know that person, and he wouldn't expect someone to just trust him either. Hector believes that trust takes time to develop.

I learned [to trust or not to trust] through being lied to. That is the easiest way to learn how to trust, or not trust someone. In a way, when you're lied to, it changes your expectations for trust. They [expectations] are now different. You might not trust as many people. (Hector, Interview 8, p. 1, Line 10)

Hector offered two specific characteristics that may have led him to believe individuals with these traits are trustworthy: honesty and reliability. He associates trustworthiness with people who are more open and tell the truth. Moreover, it is easier to trust a person who follows through on their commitments.

If they [people] tell the truth and are willing to open up, then I would consider them trustworthy. In some ways, these [characteristics] are indicators [of trustworthiness].

If the individual is competent and reliable, they are more likely to be trustworthy.

(Hector, Interview 8, p. 2, Line 3)

We began the substantive part of the interview protocol with trust questions [in general] and shifted the dialog to the importance of trust in advising relationships, the development of trust, and the role of trust in the development of effective advising relationships. Hector shared valuable insights regarding these topics.

Academic advisors help make your schedule for the next two to three semesters ahead of time, so trust is important because you have to trust them [academic advisors] with the classes you are taking--that they are giving you the right information. (Hector, Interview 8, p. 2, Line 12)

This is a powerful statement. Hector emphasized the essential purpose of academic advising which is to guide and shape college students and to assist them in reaching their academic, personal, and/or career goals. Trusting the knowledge of courses/policies and the general guidance provided by academic advisors is critical.

Hector linked trust with the competency of his academic advisor, but he took it a step further. He explained how academic advisors may build effective advising relationships and highlighted a few behaviors that may enhance trust in this relationship. He also

discussed actions and behaviors, the interpersonal aspects of constructing a trusted advising relationship, and his advising preferences.

He [my academic advisor] is straightforward. He has gone out of his way to help me with picking my classes. He's done follow ups via email. So, he's really shown that he is there for me. [I feel] like he is there to help me with anything that I need.

(Hector, Interview 8, p. 2, Line 28)

Hector favors a collaborative rapport, but shared a caveat stating that he prefers elements of both the developmental and prescriptive approaches to advising. Though students should make the final decisions regarding their future, he specified that students have to trust that their advisors have the requisite knowledge to assist them. Hector went on to explain how the decisions are made in his advising relationship.

The decisions he [my advisor] helps me make are based off of what I want, so it's not what he wants. It's about what I am doing. I was looking to pick a minor, and he kind of helped me map out some minors for me that I might be interested in. He's definitely there to work with me and help. I researched the minors ahead of time, but I wanted a more intelligent opinion about them. I was satisfied with his answers. (Hector, Interview 8, p. 3, Line 26)

After clarifying Hector's advising preferences, we discussed the purpose of academic advising. He stated that it [academic advising] has many purposes and is critical to the success of college students. Hector shared his feelings about the burden of accountability that lies on the shoulders of an academic advisor.

I think it [academic advising] is like a guidance counselor, or somebody who helps you with your classes. Individual's ambitions are difficult to interpret. They should

try to provide suggestions. For example, I'm good at math, so he [my academic advisor] helped me pick out minors where there is math involved. I think that is one of the harder aspects of advising, to really be able to do that. I want to do this, and expect them to spit something out. (Hector, Interview 8, p. 5, Line 6)

Hector has a suitable amount of trust in his academic advisor and is happy with the current advising relationship; nevertheless, he went on to say that it would be hard to trust his academic advisor if he was exhibiting signs of incompetence. This would produce adverse consequences and put a major strain on the advising relationship.

If he [my advisor] didn't know what he was talking about, then I would be like, "I'm not sure about this," [continuing to visit my academic advisor] as it would cause a lot of uncertainty in me. If I ask him questions and he really can't answer them, and they are general questions, then obviously it has an effect [on trust]. (Hector, Interview 8, p. 7, Line 10)

Summary

In this chapter, the distinct narratives of these eight traditional, first-year college students were showcased. The portrayals were all arranged so as to allow the participants to have their own unique profiles, emphasizing the important points relevant to them and to this research endeavor. Each participant sketch was created using their distinct lived experiences. All of the narratives are a blending of their own words and my interpretations/analysis of these data.

CHAPTER 5 RESULTS

SHARPENING OUR UNDERSTANDING OF THE PARTICIPANTS' LIVED EXPERIENCES

Proem

In this chapter, the participant data have been reduced from unique profiles to main themes. The distinct narratives of these eight traditional, first-year college students have been molded into sharper pieces of information. This enabled more focused insights as to how participants in this study make sense of the role of trust in the development of the relationships with their academic advisors and how they characterized the conditions that enhanced or hindered trust in this relationship. This systematic process of data reduction is described in the ensuing sections.

Thematic Generation

After the in-depth interviews were conducted and transcribed, and the unique profiles were created, I reflected upon these data. The Moustakas (1994) four-step method of data analysis was utilized as a means of strengthening and validating the data reduction process. In conjunction with this data analysis procedure, a thematic content matrix (Table 5) was created to assist with the organization and removal of peripheral data and the identification of relevant facets of trust. This valuable representation provides a more focused outline of the emerging trust characteristics which became the building blocks in the construction of the primary themes. The matrix shows how these traditional, first-year

college students make sense of the role of trust in the development of the relationship with their academic advisors and how they characterized the conditions that enhanced or hindered trust in this relationship. The finalized thematic content matrix illustrates the specific trust characteristics that the first-year college student participants believed were associated with academic advisors who are trustworthy. From these characteristics, I extracted the primary themes.

Table 5

Thematic Content Matrix

Facets of Trust	Emily	Karen	Joseph	Diego	Nicholas	Ricardo	Marie	Hector
Authoritative		x						x
Collaboration*	x			x		x		
Competence					x		x	x
Confidence					x			x
Considerate	x					x	x	
Friendliness	x			x	x		x	
Genuineness				x			x	x
Honesty			x			x	x	x
Initiative/Proactive*	x	x			x	x	x	x
Kindness	x	x			x	x	x	x
Knowledge/Expertise			x	x	x		x	x
Openness				x		x	x	x
Personalization*	x	x		x			x	
Politeness			x		x		x	
Professionalism			x			x	x	
Reliability	x	x	x			x	x	
Respectfulness					x		x	
Responsibility			x	x				
Sociability		x		x		x		
Supportiveness	x		x				x	

Note. *Denotes action-oriented characteristics, which are related to the performance of the academic advisor. The additional trust facets are associated with the personality of the academic advisor.

These prevailing trust characteristics were recurring items that surfaced after the analysis of the in-depth interviews. It was important to establish inclusion and exclusion criteria. Thus, I made the decision to remove any trust characteristics mentioned on less than two occasions. Any trust facets mentioned two or more times were added to the matrix, as it was my goal to establish a pattern, and two or more mentions by participants was an appropriate criterion.

After thoroughly evaluating the Thematic Content Matrix shown in Table 5 and revisiting my notes and the original transcripts, the main themes emerged. I chose the trust facets mentioned on five or more occasions as the starting point for the themes. These primary topics became very clear after a long progression of thoughtful analysis, concerted efforts to reduce these data, thereby understanding and making sense of the participants' narratives. The following six main themes emerged:

1. The Importance of Trust
2. The Role of Academic Advisor
3. The Driver of Student Achievement
4. The Provider of Insights
5. The Builder of Relationships
6. The Lender of Stability

Prior to moving forward, these themes need to be defined. Theme 1: *The Importance of Trust* refers to the impact of trust in the advising relationship and its potential effects.

Theme 2: *The Role of Academic Advisor* refers to the responsibilities of academic advisors and

how they should perform. Theme 3: *The Driver of Student Achievement* refers to the trust

characteristic *initiative* or taking proactive measures to ensure student achievement. Theme 4:

The Provider of Insights refers to how knowledge/expertise in the field is a vital trust facet.

Theme 5: *The Builder of Relationships* refers to kindness and its influence as a critical trust characteristic. Theme 6: *The Lender of Stability* refers to reliability as an indispensable facet of trust.

In order to better explain how these main themes were linked to the research questions, Table 6 was constructed. This graphic highlights the relationship among the three research questions, which were predominantly shaped by the Lewicki et al. (1998) theoretical framework and these emergent themes. Research Question 1 was addressed by Themes 1 and 2: *The Importance of Trust* and *The Role of Academic Advisor*. Research Question 2 was addressed by Themes 3, 4, 5, and 6: *The Driver of Student Achievement*, *The Provider of Insights*, *The Builder of Relationships*, and *The Lender of Stability*, respectively. As Research Question 3 is the inverse of Research Question 2, it was addressed by considering the polar opposites of the trust facets represented in Themes 3, 4, 5, and 6.

Table 6

The Relationship of Research Questions to the Main Themes

Research Questions	Main Themes
1. How do first-year college students make sense of the role of trust in the development of the relationship with their academic advisors?	1. The Importance of Trust 2. The Role of Academic Advisor
2. How do first-year college students characterize the conditions that enhance trust in the development of the relationship with their academic advisors?	3. The Driver of Student Achievement (Initiative)* 4. The Provider of Insights (Knowledge/Expertise)* 5. The Builder of Relationships (Kindness)* 6. The Lender of Stability (Reliability)*
3. How do first-year college students characterize the conditions that hinder trust in the development of the relationship with their academic advisors?	*Inverse of Trust Characteristics Based on Lewicki et al. (1998)

Thematic Depictions

The unique profiles of the eight, traditional first-year college student participants have been showcased. In this section, the main themes are presented. These themes were shaped after a thorough analysis of participants' in-depth interview data. The six primary themes offer noteworthy insights into the development of trusted advising relationships, as selected narratives were used to confirm these topics. These six main themes are emphasized in the ensuing sections of this chapter.

Theme 1: The Importance of Trust

In all of the in-depth interviews, every one of the participants shared his/her thoughts and feelings about the importance of trust in the advising relationship. They all believed that trust is essential in this type of rapport and provided very similar descriptions relating to how/why trust is offered.

Emily indicated that trust is important as they [academic advisors] are “shaping the rest of your life” (Emily, Interview 1, p. 4, Line 10). Emily offered her insights and indicated that she relates trust to her academic advisor's knowledge of courses and the guidance he provides, along with her dependency on his leadership. Her expectations are that an academic advisor will have the requisite knowledge necessary to assist her in scheduling courses and/or planning a career. Emily specified that academic advisors should know things that students do not know.

Karen reinforced Emily's statements by sharing that she is completely reliant on her academic advisor for all of the pertinent information that will contribute to her success, as she is the first person in her family to attend college. She does not know anything about the

institutional policies/procedures in place, or most notably, the courses and scheduling, and must put a large amount trust in her academic advisor.

It [trust] is very important because they [academic advisors] are the ones that are supposed to help you. I am a first year student in college. No one in my family has been to college, so I don't have anyone to go to for advice, so I want someone that can help me with the steps along the way. (Karen, Interview 2, p. 2, Line 11)

Reflecting Karen's perception, Joseph relayed the same message about trust in his advising relationship. First-year students have a dependency on their academic advisors and are relying on them for the required information about their courses, planning, and other important academic topics.

I trust her [my academic advisor] with my academic future. I don't know what courses I need to take for my major. I don't know any of that, so I hope that by trusting her recommendations on what classes to take, I will actually be able to graduate in four years. You really are reliant on them. (Joseph, Interview 3, p. 2, Line 19)

Diego also shared these feelings regarding trust in the advising relationship. He links trust with the knowledge of his academic advisor, that he will put him on the right path for success. He also expressed his lack of knowledge and trusts that his advisor will provide the necessary information to ensure his success.

It [trust] has to be important because as a first-year student you kind of walk in with open eyes, especially on a big campus like this. You don't know anything and you don't know anything about classes, but your academic advisor is given the responsibility and obviously knows about the school to guide you and tell you which

classes to take. So, you have a lot of trust in them [academic advisors]. I have to trust their knowledge and insights to guide me in the right direction. (Diego, Interview 4, p. 2, Line 13)

Likewise, Nicholas shared a matching viewpoint regarding trust in the advising relationship. The expectation of his academic advisor is that she will provide him with accurate information and presumes that she is an expert in her field. Academic advisors need to be vigilant, also, as they should be checking for any and all inaccuracies that may affect a student's course schedule. They are the individuals that students should rely on to position them for academic success.

You have to trust them [academic advisors] to help you sign up for your general education courses. They can really mess up your transcripts. If you run into a problem with scheduling classes, and you have to go to the advisor to ask what you should do, you expect them to be an expert on it [the situation], so you need to be able to trust them. You just kind of have to have faith. (Nicholas, Interview 5, p. 2, Line 17)

Ricardo further supported these points by stating that he is dependent on his academic advisor to provide critical information related to college. He expressed that trust is important as his future is in the hands of his advisor. Like Karen, his parents did not attend college; therefore, he needs someone at the university who can guide him and share information that will help him prosper.

I think it's important that I trust my academic advisor because so much of my future, and my short-term wellbeing in terms of academics all ride on him. My parents didn't go to college, so I have no idea how to navigate all of this stuff. I don't have

anyone to ask about these things [information related to college]. My academic advisor is like my rock. (Ricardo, Interview 6, p. 2, Line 29)

Yet again, Marie supported these powerful comments by reaffirming what has been articulated regarding the importance of trust in the advising relationship. She was very passionate about the relationship established with her academic advisor and shared some of the reasons why trust is so essential.

It [trust] is important in the advising relationship because you are trusting that person with your future. I need to trust that he knows what he is talking about, is qualified, and has the knowledge. If he doesn't know, then he will refer me to another office or he'll research it himself. He'll take time out of his day to assist me. I am a freshman. I don't really know much. (Marie, Interview 7, p. 2, Line 13)

Hector backed up the previous testimonials as he shared his feelings about trust. He stated that it is important because students are looking to someone to deliver the pertinent information required for academic success.

An academic advisor helps you make your schedule for the next two to three semesters ahead of time, so trust is important because you have to trust them with the classes you are taking--that he is giving the correct advice. (Hector, Interview 8, p. 2, Line 12)

All of the participants agreed that trust is important in the advising relationship, as the role of an academic advisor is to guide, or assist, in setting their advisees up for success in the future. They help shape the futures of first-year college students. Some of the examples provided included helping students with scheduling/coursework and/or institutional policies/procedures.

Theme 2: The Role of Academic Advisor

In most of the in-depth interviews, the participants defined the advising relationship as one that is more businesslike, with a clear focus on results. A few, however, felt that the role of an academic advisor may be like that of a life coach or a friend. They all provided their distinct beliefs about the role academic advisors should play.

Emily had strong views regarding the role of an academic advisor. She stated that advising should reach out and help students. It has to be a collaborative rapport as your academic advisor shouldn't just tell you what to do, but that you both have to work together. She went on to say that an advisor should guide the student and engage in productive discussion.

The purpose of advising is that you [students] do well in school. They [academic advisors] guide you. They help you with what you will do later in life. They help shape the rest of your life. It is really important for the advisor to build that trust relationship with the first-year students as it is about getting advice and talking things [issues] out. (Emily, Interview 1, p. 14, Line 7)

Karen was in agreement with Emily regarding the role of an academic advisor. She indicated that they are supposed to be there to help guide you. Karen stated that academic advisors are for students like her, without any previous collegiate experience and no family members who have ever attended college. They do not know what they are doing and some of them do not get the help they need. Karen went on to say that she believes this is why so many first-year college students drop out, because they are lost.

I feel a lot of people [students] get lost because they can't find their way around certain things. I feel very lost around UCF because it is such a big campus, and I

haven't found my place yet. I think that can lead to the feeling of not knowing what you are doing. You don't want what you are supposed to do with your major. You need someone there to guide you and help you, and to help you do what you are supposed to be doing. (Karen, Interview 2, p. 7, Line 5)

Joseph believed there is one primary role of academic advising, and that is to assist students in planning their coursework. He went on to say that the purpose of advising is to ensure that students take the correct classes. Joseph mentioned that there are obviously things [issues] going on with students as some are not graduating, but this dropping out cannot be blamed on the academic advisor.

Diego believed that academic advisors should make students feel confident about their decisions. They should be there to support students in their decision-making and should rely on their advisor's knowledge so they can be pointed in the right direction. Diego stated that academic advisors must be talkative and social and adamant about their job [helping students].

I think academic advisors should affect your decisions, but not tell you where to go. You [the student] should ask your advisor questions and rely on them to provide you with information. Students shouldn't go into this [college] blindsided, not knowing what they are doing. (Diego, Interview 4, p. 6, Line 3)

Nicholas shared his thoughts about the role of academic advising and said that it is really different for each student, depending on their individual needs. He expects that his advisor will provide him with the answers to his questions and give him a variety of options to choose from when it comes to making academic/career decisions. According to Nicholas, the role of an advisor is clear for him--to deliver information.

I want my academic advisor to answer questions that I have and to provide me with the answers that I need. I think the role of advisor differs for every person [student]. For me, I only need the advisor to answer questions that I cannot find out on my own. For example, having multiple paths to choose from and knowing what consequences would happen regarding each choice. This is what I want. For other students, the role of advisor is to help them find out what they want to do with their lives. (Nicholas, Interview 5, p. 5, Line 23)

Ricardo had the same views as Joseph and Nicholas. His idea of the role of an academic advisor was to help students pick their classes. Academic advisors should set their students on the right path according to where students want to go. He expects to receive advice when it is needed or to get help with the things he may not know.

I should be comfortable with the advising services. I should be able to trust my advisor, where I feel like I won't be misled, and I won't feel like I've wasted my time asking questions. My academic advisor should be the first person I go to for academic questions. Really, the big thing is that you rely on them [academic advisors] for assistance with class selection and advice--like in really tricky or unique situations. (Ricardo, Interview 6, p. 8, Line 7)

Marie had divergent views regarding the role of an academic advisor. She believed the advising relationship should be professional; though, it can be a friendship as well. Marie had a strong affinity for her advisor and had built a trusted rapport. She advocated for moving beyond the superficial in the advising relationship.

I expect a professional role, but a friendship as well. I want to know that he [my academic advisor] is there for me. I trust him with my future and I trust that he

knows what he is talking about. It's different when you have a job and a boss; that is completely professional, but if you have a coworker, then you should have that friendship. This is how I see my advising relationship. I should have a friendship with him. (Marie, Interview 7, p. 5, Line 3)

Hector believed the primary role of an academic advisor was to help with course selection and scheduling. He stated that personal concerns should be addressed by friends, family, or counselors. This viewpoint is shared by the majority of participants, as they indicated that academic advisors should be available to assist students with their academic related issues only.

All of the participants agreed that the role of an academic advisor was to set them up for success by ensuring they are on the right track with the proper coursework and scheduling. Overall, they believed the advising relationship should be kept at a professional level where personal concerns were left off the table.

Theme 3: The Driver of Student Achievement

In some the in-depth interviews, several of the participants had strong feelings about the trust characteristic, initiative. They believed that an academic advisor must be proactive and go the extra mile to ensure student achievement. It is not enough just to go through the motions. One must be invested in the role and actively seek out students who may be struggling in their classes or to propose new ideas.

Emily believed that academic advisors should take the lead and initiate contact with their students. She indicated that academic advisors who do not reach out to students give the impression that they do not care, and that destroys the trust [in the relationship]. Also, if

academic advisors would reach out to students more often it would make them more successful. Emily also expressed that if she had someone pushing her, because of the challenge and accountability, she would do even better in school.

I think it is really important that academic advisors go a bit out of their box and go the extra mile. They should email students and check up on them. If they [academic advisors] reached out a little more, it would make things easier [for the student].

There are a lot of students out there that have undeclared majors and are moving into prerequisites and they don't know what to do. (Emily, Interview 1, p. 9, Line 19)

Like Emily, Karen believed that academic advisors should be proactive. She was struggling in her classes and did not know what to do. Her grades started to drop, and she received an email with the “red exclamation point” that said, “if your GPA gets any lower, you will be put on academic probation” (Karen, Interview 2, p. 8, Line 1). And, this email did not even come from her advisor; she [her academic advisor] forwarded it from the individual who is in charge of academic probation. This lack of attention severely damaged the relationship Karen had with her academic advisor.

If she [my academic advisor] was like, “Hey, something is going on and you are obviously not doing well in this class, come talk to me about it,” I would go talk to her. Because there are so many first-year students they have to take care of, some of the students that need special attention, or need a little bit more help, can't get the help they need. (Karen, Interview 2, p. 8, Line 9)

Joseph did not agree with Emily or Karen regarding advisor initiative. He believed that students are responsible for their own successes and failures and shifts the locus of control back to them. He did not believe that academic advisors have an influence over

study habits, grades, or how students perform. Joseph did not believe that it is the responsibility of an academic advisor to get involved and “provide a rope to climb out of the hole the student has dug for him/herself” (Joseph, Interview 3, p. 6, Line 18). He is very tough and explained further that students will naturally fall away.

I feel that if students slip below [acceptable] academic standards, then they don’t belong. I feel there are a lot of students right now that shouldn’t be here because they expect it to be like high school and get “babied.” Everyone should have the opportunity to get a higher education, but not everyone should be here if they don’t put in the work and effort into it [their schooling]. It is kind of like a social Darwinism thing. The strong ones stay, and the weak ones get removed. I feel that is how it should be. (Joseph, Interview 3, p. 6, Line 12)

In Diego’s case, he appreciated initiative in a slightly different way than Emily and Karen who talked about the academic advisor taking initiative when a student is not doing so well; however, Diego shared how his academic advisor took the initiative to enhance his college experience at UCF. He mentioned that his advisor opened his eyes to the various clubs and organizations on campus.

I think he [my academic advisor] is the reason I am so involved in school. If it were not for him, I would probably be in my dorm, just taking classes and not having the full experience in college. And now, I’m just doing everything! To just go to school and then back to your dorm is not the full experience. There is something for everybody here [at UCF]. You can be a tutor or join a club--there are many things. It creates school pride and makes you happy to be here. (Diego, Interview 4, p. 7, Line 10)

Nicholas indicated how taking initiative in a brainstorming session about potential majors with his academic advisor was very beneficial. He can go to his advisor and tell her all of his interests, hobbies, and other things that make him happy; and she has the ability to funnel all of these thoughts and pop out an answer. This is valuable to his success.

“It’s her job to give me a target; it’s my job to reach it.” I trust her to select the path that I want to go down based on the information I give her. Having guided options is important [to me]. (Nicholas, Interview 5, p. 7, Line 17)

Ricardo provided his insights into academic advisors taking initiative. He expressed that academic advisors should point students in the right direction and make suggestions. They should tell their students things based on what they want to do or what is beneficial for them. This perspective supported the ideas shared by Diego and Nicholas.

They [academic advisors] should encourage students to do something, and if they don’t want to do it, then the advisor will have to push them a little bit to do it, but don’t make them feel bad; it is a fine line. If my advisor would nudge me a little bit more, I would appreciate it. (Ricardo, Interview 6, p. 9, Line 10)

Marie explained that taking initiative may enhance trust in the advising relationship. “Does he take time to help me?” or “Does he research the questions that he may not know?” (Marie, Interview 7, p. 2, Line 31). These are some of the behaviors or actions that she looks for in an academic advisor. If her advisor is going above and beyond what is expected, it demonstrates that he cares and is willing to invest his time. Fortunately, Marie’s academic advisor does take the time to assist her and research any unique questions.

Hector shared the identical sentiments as Nicholas, Diego, and Ricardo regarding initiative. He appreciates the insights of his academic advisor and encourages him to offer

advice to provide him with better ideas for the future. Hector discussed how he was looking for a minor and his advisor “mapped out some minors for me that I might be interested in” (Hector, Interview 8, p. 3, Line 27). He was satisfied with the effort and very happy with the information given.

With the exception of Joseph, all of the participants valued initiative as a characteristic that assists with establishing trust in the advising relationship. In general, they felt initiative will be helpful in opening new pathways for their future, thus ensuring their achievement.

Theme 4: The Provider of Insights

In all of the in-depth interviews, every one of the participants shared the same thoughts and feelings about the trust characteristic, knowledge/expertise. They feel that an academic advisor must have adequate knowledge/expertise in the field to be effective in this function. The participants indicated that it would be difficult to trust their advisors if they did not have a certain level of competency.

Emily trusts the knowledge of her academic advisor as far as course planning and the guidance he provides. She feels that knowledge is an essential facet of trust in the advising relationship. Thus far, the information he provided has been accurate, and she has not faced any adverse consequences as a result of heeding his instruction. He has established a pattern of dependability, as the information provided has been correct.

For the first semester, he [my academic advisor] told me the classes I had to take, and then the classes I had to take the following semester. It worked out, so I can trust him more now. He also helped me with a transient class, which made me trust

him too because he actually helped me. Also, when I go there [to the advising office], he prints things out for me. All of this [his actions] is really good [in establishing trust]. (Emily, Interview 1, p. 5, Line 10)

Despite Karen's negative experience with her academic advisor, she maintains that knowledge is an important trust characteristic in the advising relationship. She stated that her advisor knows what she is doing, as she helped her with transient forms. It is apparent that she knows her stuff, and she could be a good advisor, but it is just that the personal link is missing, and you need that. Regrettably, her academic advisor does not show a genuine interest in her success.

I feel like she [my academic advisor] knows what she is doing. She understands what she needs to do, but I guess she just does the minimum. Like, oh, "Here's what you need to do," and "Let me send you that email," and that is it. (Karen, Interview 2, p. 5, Line 20)

Joseph stated that his academic advisor exhibits expertise. He bases this on how fast she works on the computer, that she knows exactly what she is looking for. These types of actions/behaviors indicate that she knows what she is doing. Her knowledge in the field is of particular importance, as this essential trust characteristic assists with constructing trust in the advising relationship.

I trust my advisor because she's been doing this [advising] for years. It's not like this is her first year of experience in the field. If it were, I'd probably still have a good amount of confidence in her, but if someone has been doing it for years, then I would trust him or her more than a brand new person [academic advisor]. (Joseph, Interview 3, p. 3, Line 21)

Like Emily and Joseph, Diego specified that the knowledge of his academic advisor inspires trust in the advising relationship. His academic advisor is very acquainted with the coursework and often gives strong opinions. Diego indicated that he can tell his academic advisor is knowledgeable “by the references he makes and the things he mentions, that he really knows about most of the courses” (Diego, Interview 4, p. 5, Line 15). He said this quality is how he knows he can trust his advisor.

Nicholas backs the statements made by Joseph and Diego, as he mentioned that he can also tell that his academic advisor is either knowledgeable or not by her actions. He does not believe his advisor has expertise in some areas, as she was not able to answer a few of his questions, but he was impressed that she took the initiative to refer him to another person who could assist.

She [my academic advisor] got me the answers I needed to solve the problems I had. And, she didn't really do it directly, but she knew how to get everything set up. So, she knew how to find the answers; she referred me to someone else. (Nicholas, Interview 5, p. 5, Line 30)

Bolstering Joseph's explanation, Ricardo expressed the belief that knowledge of the advisor assists with building trust in the advising relationship. He indicated that his advisor would often refer to past students which made him feel like this wasn't his advisor's “first rodeo.” It really helped Ricardo feel like his advisor knew what he was doing. In addition, his advisor has excellent credentials, as his degrees are mounted on the office wall.

I can see from his wall that he's been to several different colleges [from his diplomas], so I feel this broadens his experience. He's been at UCF for 20 years, which is awesome, but I feel like having experiences at other places too is a big plus

in terms of ability because he knows how other systems work. So, I feel like his ability to advise is greater because of this broader experience. (Ricardo, Interview 6, p. 6, Line 31)

Marie presented her thoughts and feelings regarding the knowledge of her academic advisor and stated that he takes the initiative to research her questions to deliver accurate information. She firmly believes that he will not give her incorrect information that will lead her down the wrong path. He is very knowledgeable, and that assures her that he is trustworthy. Marie highlighted some of his expertise.

He seems very knowledgeable on grade forgiveness, withdrawals, and deadlines. I had my advisor help me with my transient and other forms, and he printed things out and gave me all of this information, and helped me get it filled out. He has a lot of knowledge and a lot of information, and makes references to the pamphlets and brochures. He does not just hand out these pamphlets and say here. He actually goes into detail about each one of them and how they can help. (Marie, Interview 7, p. 4, Line 3)

Hector was rather indifferent regarding knowledge as a trust characteristic. He feels that his academic advisor knows his stuff, as he has been at UCF a long time. Knowledge did not have a lot of influence on building a trusted advising relationship. Of course, Hector appreciates accurate information, but did not place an emphasis on this facet in the relationship.

With the exception of Hector, all of the participants placed an importance on the knowledge/expertise as a facet that assists in establishing trust in the advising relationship.

For the most part, participants believed this trust characteristic will be significant in ensuring their achievement.

Theme 5: The Builder of Relationships

In all of the in-depth interviews, every participant had very strong feelings regarding the trust characteristic, kindness. They all believed that an academic advisor must be kind if there is to be a trusted advising relationship. Kindness is essential to the development of trust among students and academic advisors.

Emily offered her insights regarding kindness and its relation to trust. She stated that trust would not be present in the advising relationship if her academic advisor was not kind. It is such a powerful trust characteristic that this rapport could not exist without it. Emily explained that kindness is a necessary quality in an advising relationship. “If he [my academic advisor] wasn’t kind, then I wouldn’t like or trust him; I wouldn’t trust a person that I did not like” (Emily, Interview 1, p. 6, Line 18).

Karen stated that her advisor *is* kind, and she links kindness with someone who is trustworthy even though she has had issues of reliability with her advisor. She indicated that this trust facet is vital to the development of a trusted advising relationship. Setting her differences aside, Karen spoke objectively about the kindness of her advisor. This trust characteristic is a critical, beginning piece in forging a rapport.

She [my academic advisor] is very friendly, and when I have met with her she’s been like, “Oh, hey, how’s it going?” She always wanted to know how I was doing. She is a very nice person and is easy to talk to. (Karen, Interview 2, p. 2, Line 26)

Joseph was in full agreement with Emily and Karen regarding kindness. He stated that this facet helps build a trusted advising relationship. Joseph said that this characteristic lays the groundwork for a reciprocal relationship that inspires the exchanging of goodwill. He went on to explain his thoughts.

I think kindness is important because. . . being kind never hurts. I've never had anything bad ever happen to me because of it [someone being kind]. If someone is kind to you, then you are going to want to return the favor, and that helps build the trust. (Joseph, Interview 3, p. 3, Line 13)

Diego agreed that kindness is an important aspect of trust and assists in the construction of advising relationships. He talked about how this trust characteristic helps creates a level of comfort, thus, setting the stage for effective dialog. It allows the student to open up and share what might be on his or her mind.

A kind person creates a great environment. When you don't like somebody, you kind of feel tension in the room, or you limit your conversation; you just don't want to be there. If someone is kind, they are caring. And if they care, then you kind of spill more of your soul into them because that is someone who actually wants to hear what you have to say. (Diego, Interview 4, p. 3, Line 18)

Like Diego, Nicholas believed that kindness breaks down barriers and prompts interaction, as this trust facet helps with disabling the hierarchy. It produces an inviting atmosphere conducive to the building of a trusted advising relationship. A kind person with a smile can be very powerful.

I am not the most happy or benevolent guy walking around with this big smile on my face, but seeing someone walk up to me with a smile on their face is a lot less

intimidating than someone walking up with a frown. It does make them more trustworthy. (Nicholas, Interview 5, p. 4, Line 6)

Ricardo was in agreement with Diego and Nicholas, as he believes kindness is an important trust characteristic necessary for academic advisors. Kindness allows for effective communication. If an advisor is not kind, Ricardo believes that students might withhold information and try to minimize interaction.

I think kindness is a big deal because if he [my academic advisor] was really stern or withdrawn from our conversations and not kind, then it would make things awkward and make things. . . I wouldn't want to ask him for too much. If he wasn't so kind, I wouldn't want to ask him questions. I might not try to get as much help. I might feel like, "Oh, this is a stupid question." (Ricardo, Interview 6, p. 4, Line 7)

Marie shared her thoughts about the kindness of her academic advisor. She believes this trust facet is linked to someone who can be trusted. Marie went on to say that a person who is kind is the opposite of someone who is a villain, or a bad person who would go behind one's back--someone who could not be trusted.

He's [my academic advisor] a kind and compassionate person. He has kindness in his heart and that shows that he is not a bad person. I think of a villain, who is mean and will go behind your back. An effective academic advisor is someone who is a kind person, someone you can trust, who acts as a kind person that wants you to do well. A kind person has good thoughts and good actions. (Marie, Interview 7, p. 3, Line 24)

Along with Diego and Nicholas, Hector expressed that kindness is a key trust characteristic that sets the stage for the building of a rapport among students and academic

advisors. It does so by creating a comfortable environment. Hector gets a better feeling about persons who show kindness. “Kindness makes for a more inviting environment. It provides comfort by helping to break the ice; you get a better vibe from a person if they are kind” (Hector, Interview 8, p. 3, Line 6). It offers an excellent starting point for the development of an advising relationship.

All of the participants affirmed that kindness is a crucial trust facet that assists in the building of a rapport between the student and academic advisor. Overwhelmingly, they believed this trust characteristic will be significant in establishing a trusted advising relationship.

Theme 6: The Lender of Stability

In all of the in-depth interviews, every participant had very strong feelings regarding the trust characteristic, reliability. They all expressed that an academic advisor must be reliable if there is to be a trusted advising relationship. Reliability is an indispensable trust facet if academic advisors are to become strong supporters of college students.

Emily shared some thoughts about her academic advisor and stated that she really did trust him. She believes that her advisor is there, and will be there, if she needs him. “He’s reliable, so I do trust him in that way; I know if I emailed him and I had an emergency, I think he would respond” (Emily, Interview 1, p. 19, Line 27). It is important that college students feel their academic advisors are reliable. The belief that academic advisors are the champions of college students will help with their success.

In contrast, Karen did not believe that her academic advisor is reliable, and this hindrance in the relationship has produced some negative consequences. Her experiences

underscore how critical the advising relationship can be in terms of student achievement.

Karen provided some valuable insights regarding reliability and its importance in the development of an effective advising relationship. She offered a story about having sent her advisor an important email and not receiving a response.

She [my academic advisor] is just not reliable. It was around the holidays. . . Maybe there was something she had going on, so she just overlooked it [the email]? For me, that was very damaging to the relationship. Maybe she never even knew she got the email? Maybe she went over it accidentally? She could possibly know nothing about it, but it was important to me. (Karen, Interview 2, p. 11, Line 6)

Joseph supported the notion that reliability is important to the advising relationship, as this trust characteristic assists with the development of trust. He shared his point of view about reliability, and how over time, it strengthens relationships. “When she [my academic advisor] does a good job over multiple appointments, then I know she is trustworthy; that is how trust has built” (Joseph, Interview 3, p. 9, Line 2).

In support of Joseph’s point, Diego confirmed the importance of reliability in the advising relationship. His definition of reliability was linked with knowledge/expertise, as he indicated a loss of respect in his advisor if he provided incorrect information; that over time, this will destroy the advising relationship, resulting in a lack of trust.

I think if they [academic advisors] give you the wrong information or something, then you kind of lose respect in their opinion as they don’t give you good feedback. Then, you start assuming that they don’t know what they are talking about. (Diego, Interview 4, p. 9, Line 22)

Like Diego, Ricardo associated reliability with knowledge/expertise. He indicated that trust would decline if his advisor did not have an adequate level of knowledge. Ricardo stated that reliability is vital to establishing a trusted advising relationship. The lack of this trust characteristic may have negative consequences for the student.

If I don't feel he's reliable with the information, and if I feel that he doesn't know the information or know how things work around here [at UCF], then I would trust him less because I feel like I might get screwed over. I might not do something that I should have done. (Ricardo, Interview 6, p. 10, Line 23)

Unfortunately, three of the participants did not share their thoughts and feelings concerning reliability; however, the five who did were passionate about their views in relation to this trust facet and its role in shaping an effective advising relationship. It appears that reliability is critical to the establishment of trust between college students and their academic advisors. Moreover, it ensures that students believe their advisors are consistent in their actions and behaviors, as there may be great interdependence in the advising relationship.

Summary

This chapter highlighted the six main themes derived from the eight traditional, first-year college student participants. After a very thorough data reduction procedure and analysis, these primary themes led to key discoveries on the topics of: the importance of trust in advising relationships and the role of academic advisors. Moreover, they shed light on the four leading trust characteristics associated with academic advisors who are considered trustworthy. These essential trust facets are: initiative, knowledge/expertise, kindness, and

reliability. Altogether, these main themes provide us with the necessary components of a trusted academic advisor, one who is unquestionably capable of contributing to the development of an effective advising relationship.

CHAPTER 6 THEORETICAL MODEL

ALIGNMENT OF THE CONCEPTUAL AND ABSTRACT WITH THE PERCEPTUAL AND ACTUAL

Prelusion

In-depth interviews were the primary source of participant data; nonetheless, the advisor/trust orientation exercise provided a wealth of information as well. From this secondary data source, I was able to gain valuable insights regarding the status of participants' advising relationships. This was accomplished by asking these traditional, first-year college students to position themselves within the Lewicki et al. (1998) theoretical framework based on how they would characterize the current relationship with their academic advisors. This information helped with the overall analysis but also opened up the possibility of constructing an original theoretical model that illustrates the role of trust in advising relationships, which is exactly what I did. This chapter is fully devoted to describing the creation of this new framework, its progression, and significance.

Theoretical Framework

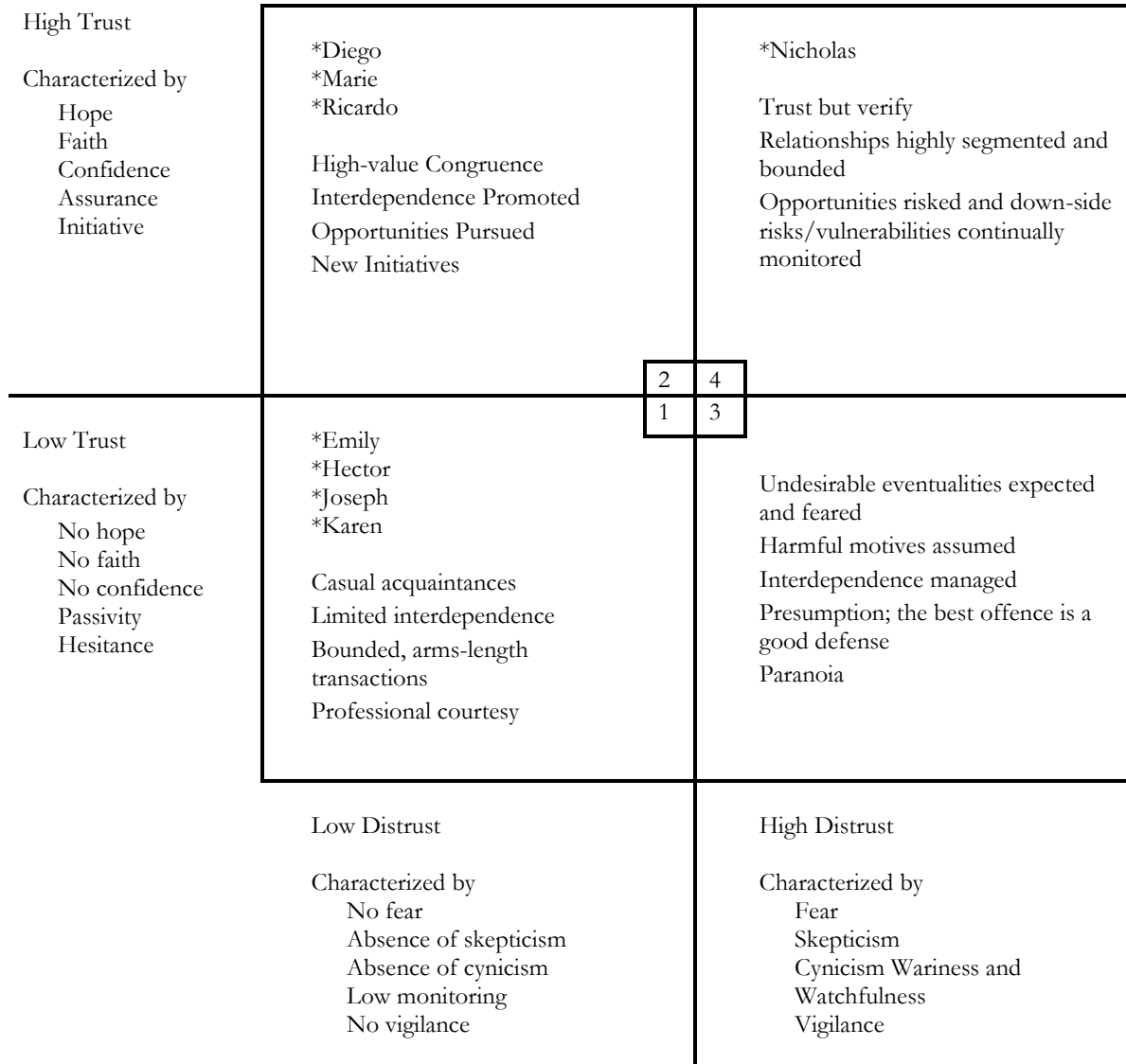
The Lewicki et al. (1998) theoretical framework was chosen because of its departure from the linear view of trust, as it offers a novel way of looking at trust and distrust in relationships. According to Lewicki et al., the unique constructs of trust and distrust must not be placed on a continuum where they are considered linear opposites; instead, they should be viewed as separate, but interrelated dimensions. Furthermore, trust and distrust are capable of operating concurrently within relationships. This is a departure from the

customary interpretation of trust where there is either trust existent, or no trust present, within the relationship.

Aside from the in-depth interview questions, which were shaped by the research questions, all of the trust/distrust characteristics from the Lewicki et al. (1998) theoretical framework, and the explicit relationship outcomes from quadrant 2, the ideal relationship, and precise elements of the scholarly literature reviewed, an advisor/trust orientation exercise was employed. In this exercise, the eight traditional, first-year college students were asked to position themselves within this framework and explain the reasoning behind their decisions. This gave the participants an opportunity to go beyond the constraints of the in-depth interviews, to view the entire model, its trust characterizations, and unique relationship outcomes. The instructions and diagram are listed in the Advisor/Trust Exercise Protocol (Appendix C).

The participants' narratives are showcased in the ensuing sections, as the data reduction process continues, specifically focusing on this information through the sharp lens of the Lewicki et al. (1998) theoretical framework, are completed in two steps. First, positioning of the eight traditional, first-year college students is illustrated in Figure 5. Their distinct relationship orientations are thoroughly explained using the participants' narratives and my interpretations/analysis of these data. Second, based on these data, I reorganized the Lewicki et al. framework to construct a new theoretical model that demonstrates trust, distrust, and its characterizations and advising relationship outcomes, as provided by the participants.

Orientation



Note. The traditional, first-year college student participants are placed in this framework according to the Advisor/Trust Orientation Exercise Results. *Denotes participants' names.

From "Trust and Distrust: New Relationships and Realities," by R. J. Lewicki, D. J. McAllister, & R. J. Bies, 1998, *Academy of Management Review*, 23, p. 445. Copyright 1998 by JSTOR. Adapted with permission (Appendix A).

Figure 5. Advisor/Trust Orientation Exercise Results

Diego, Marie, and Ricardo positioned themselves within the most effective relationship condition, located in quadrant 2. In this quadrant, there is high trust and low distrust, interdependence is promoted, opportunities are pursued, and positive student outcomes should be expected. They all defined the relationship with their academic advisors as one where trust has been established. A variety of participant narratives will be used to convey how the participants define the characterizations and relationship outcomes according to their orientation within the theoretical framework.

Diego shared his feelings regarding faith and/or confidence in his advising relationship. His explanation encompassed elements of the other participants' responses and linked this trust characteristic with knowledge/expertise. He strongly believes that his academic advisor wants him to be successful.

I definitely have faith in him [my academic advisor] because this is his job; this is what he does. He knows what he is doing and he knows every department. I feel my advisor is looking out for me, and has my best interest at heart. (Diego, Interview 4, p. 3, Line 24)

Marie voiced her thoughts concerning interdependence in the advising relationship and stated she and her academic advisor rely on each other to accomplish goals. This ability to work together, where one is dependent on another, helps construct an effective advising relationship rooted in trust. She provided an example.

I need to get my job done so he [my academic advisor] can get his job done. He asked me to call the school board for AP scores prior to my scheduling being completed. I had to get some records and he relied on me to make the necessary calls so we could move forward. (Marie, Interview 7, p. 6, Line 20)

Ricardo provided his insight about high-value congruence or having personal/professional aspirations that are aligned. He indicated that commonality will have a positive impact on trust in the advising relationship. Ricardo believes the more one has in common with another person, the more likely one is to be able to trust that individual.

I don't think we have anything in common. I don't think we have that kind of connection, but I feel if that did come up, it would actually be a big booster! It would be a conversation starter, and with trust, if we can have a connection through some type of interest, then I think it would build trust and add a whole new dimension. (Ricardo, Interview 6, p. 5, Line 31)

Emily, Hector, Joseph, and Karen positioned themselves within the casual acquaintances relationship condition, located in quadrant 1. Individuals in this condition are likely to be casual, with limited interdependence. All four of these participants described the relationship with their academic advisors as ones where trust was present, but not yet fully established. A selection of participant narratives explains how the participants defined the characterizations and relationship outcomes according to their orientation within the theoretical framework.

Emily believed that opening up and talking to another person assists with building trust; however, she did not feel that that type of relationship was appropriate with her academic advisor. She recognized the potential value in doing so, but will not make that type of effort in an advising relationship.

If you tell somebody [academic advisors] something about yourself, you are giving them. . . This is me trying to trust you. . . I'm telling you this. . . So, it would help

[establish trust], but I wouldn't do it [open up about too many things]. (Emily, Interview 1, p. 18, Line 6)

Hector shared that his academic advisor provided him with hope which assisted in building trust in the advising relationship. His advisor offered words of encouragement and provided affirmation that he was on the right track academically. Hector indicated this message gave him a positive feeling.

When I went to my academic advisor, he was telling me, "You're ahead of schedule," so that was really reassuring to hear. It made me feel like I was on track. So, I guess it gave me more confidence with what I was doing. I felt like I was doing the things I needed to do. (Hector, Interview 8, p. 3, Line 2)

Joseph believed in bounded, arms-length transactions with his academic advisor. He expressed that the discussion of personal topics has no merit. Joseph believes there are other, more qualified resources if such a need arises. "An academic advisor is not a psychologist. . . Friends should be there to listen. . . You don't need a staff member [from UCF] to be your friend" (Joseph, Interview 3, p. 8, Line 3).

Karen had a damaged relationship with her academic advisor; nonetheless, she still positioned herself within quadrant 2. She maintains that her academic advisor is a nice person, but is not reliable. Her academic advisor let her down, and as a result, the relationship was permanently damaged.

Nicholas positioned himself within the highly segmented and bounded condition, located in quadrant 4. Under conditions of high trust and high distrust, one has cause to trust certain aspects of another person but must be suspicious in other respects (Lewicki et al., 1998). This relationship condition seems appropriate for Nicholas, as he was the only

participant to lend credibility to the notion of trust operating concurrently within relationships.

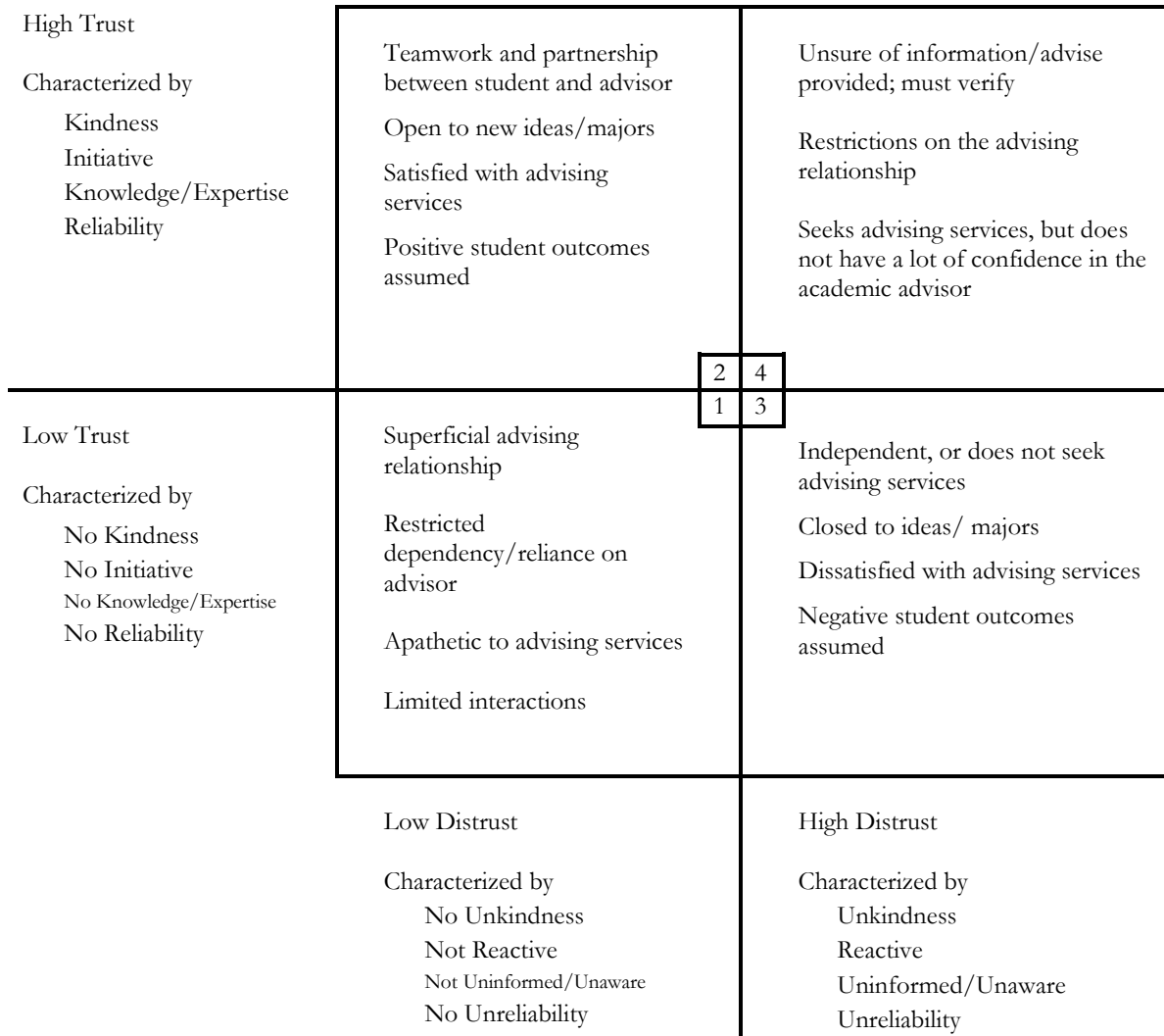
I've had past romantic relationships where you can trust them to do one thing, but you can't trust them to do another. Or, past friendships for that matter. . . You can trust someone with your life and your house, but you can't trust them with your money or your wife. (Nicholas, Interview 5, p. 10, Line 27)

The selected narratives provided great insights into the positioning of the eight, traditional first-year college student participants in the Lewicki et al. (1998) theoretical framework. For the most part, these participants agreed with this model but had difficulty with either the concept or understanding of the trust and distrust operating concurrently in the paradigm. Nonetheless, I believe this theoretical framework provides great value in explaining the role of trust in the development of effective advising relationships and continued the pursuit of my very own *trust in advising relationships* model using the original prototype as a template.

Reorganization

In my attempt to make a significant contribution to the field of collegiate level academic advising, I have produced a new theoretical framework concerning the role of trust in advising relationships (Figure 6). This novel theoretical model was constructed using the Lewicki et al. (1998) theoretical framework as the foundation. I then added the four named trust characteristics and their associated relationship outcomes, as revealed in the information-rich data provided by the eight, traditional first-year college student participants. This transformed theoretical model illustrates the role of trust in advising relationships by

retaining the identical formatting as the Lewicki et al. archetype, but utilizing brand new trust characteristics provided by the eight, traditional first-year college student participants.



Note. The Lewicki et al. (1998) theoretical model is being used as the foundation for a new archetype entitled: Trust in Advising Relationships: A Theoretical Model. It builds upon the existing scholarship.

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Figure 6. Trust in Advising Relationships: A Theoretical Model

Triangulation

After the in-depth interviews and advisor/trust orientation exercise data were analyzed, member checking was conducted. From the participants' direct quotes and my summaries/interpretations, eight distinct profiles for these traditional, first-year college students were produced and shared with them via email. Each of the eight participants had an opportunity to read and reflect upon their responses to ensure the authenticity of the material presented. Unfortunately, only three of the participants responded. There were no adjustments made to these data, as my constructed narratives accurately reflected their thoughts and feelings. By integrating the three distinct data sources, comparing this information, and ultimately reaching consensus, the triangulation of these data was successful.

Summary

It was my objective to impress upon the field of collegiate level academic advising that this new conceptual model will benefit both academic advisors and first-year college students by illustrating the important role of trust in advising relationships and emphasizing both the trust and distrust characteristics within these associations. I firmly believe that the construction of a trusted rapport between first-year college students and their academic advisors will greatly assist in the development of effective advising relationships.

Wordle®

In addition to the expected chapter summary, I have illustrated a variety of trust and distrust characteristics, as highlighted by the eight traditional, first-year college student

participants, which describe how trust is either constructed or deconstructed in advising relationships. This information was taken directly from the participants' in-depth interview and advisor/trust orientation exercise data. Using an innovative virtual application called Wordle®, I was able to create two distinct “word clouds.” These unique depictions tell a powerful story.



Figure 7. Developing and Constructing Trust in Advising Relationships

This illustration captured the valuable insights provided by the participants in this investigation. As this word cloud depicts trust characteristics necessary for developing effective advising relationships, these facets are positive and uplifting and are shown in an organized fashion. Think of these as the building blocks for constructing trust in advising relationships. It is important to put all of the pieces of the trust puzzle together in a systematic fashion.



Figure 8. Undermining and Dismantling Trust in Advising Relationships

This image captured the treasured insights provided by the participants in this investigation. As this word cloud depicts distrust characteristics, they are destructive in nature and do not follow any type of organized pattern. Think of these distrust facets as the undermining agents that tirelessly battle to undo trust in advising relationships. There is no order to this diagram, as the erratic placement illustrates the harmful effects distrust may have on the development of trust in advising relationships.

CHAPTER 7 CONCLUSION

THE DEVELOPMENT OF EFFECTIVE ADVISING RELATIONSHIPS

Preface

This culminating chapter contains the primary research findings of this study and explains how this endeavor will have a lasting impact on the field of collegiate level academic advising. The implications of this study are the consequences of the willingness of participants' to share their lived experiences with me. As their stories were told, significant pieces of information were extracted and translated into the evidence that highlights how to better serve the needs of first-year college students. It is imperative that academic advisors are cognizant of the powerful influence that trust plays in building a rapport and how this association assists with the development of effective advising relationships. The conclusions derived from this scholarship, implications for the field of academic advising, recommendations for future research in this important area, and the reflection of the researcher are presented in the ensuing sections of this final chapter.

Purpose Statement

The purpose of this research endeavor was to gain a better understanding of how first-year college students make sense of the role of trust in the development of the relationship with their academic advisors, and how they characterize the conditions that enhance or hinder trust in this relationship. It was my objective to learn more about the building of effective advising relationships between college students and advisors, which

centers on student achievement and persistence to graduation. By investigating the distinct lived experiences of eight traditional, first-year college student participants using in-depth interviews and an advisor/trust orientation exercise constructed from the Lewicki et al. (1998) theoretical framework, implications for academic advisors and first-year college students have been developed. The outcomes of this research study will prove instrumental to advancing the field of collegiate level academic advising, as the research findings offer knowledge about the development of trust in advising relationships.

Discoveries

In relation to the main themes, there are three major inferences that may be drawn from the results of this investigation. First, every one of the first-year college students who participated in this study firmly believed that trust played an important role in the development of the relationship with their academic advisors. Second, the academic advisor must take proactive measures in the relationship to ensure student achievement and persistence to graduation. Third, there is a particular group of trust characteristics academic advisors must exhibit if they are to be considered trustworthy. These key insights are underscored in the ensuing section and bolstered by selected quotes from the participants' in-depth interview data and applicable literature.

Trust is important in advising relationships because they [academic advisors] are “shaping the rest of your life” (Emily, Interview 1, p. 5, Line 10). Additionally, Ricardo supported Emily's statements by affirming that trust is important as “so much of my future and short-term wellbeing in terms of academics all ride on my advisor” (Ricardo, Interview 6, p. 2, Line 30). Moreover, Karen indicated just how critical the role of trust is in academic

advising and how large of an impact academic advisors may have on student achievement and persistence to graduation.

I think it [trust] is very important because they [academic advisors] are the ones that are supposed to help you. I am a first-year student in college. No one in my family has been to college, so I don't have anyone to go to for advice. I want someone that can help me with the steps along the way. (Karen, Interview 2, p. 2, Line 11)

The role of an academic advisor is to assist students in planning coursework and outline their prospective career paths. This is a huge responsibility as they are instrumental to students' futures. Diego stated that "First-year students don't know anything about classes, but the advisor is given the responsibility of telling you [the student] what classes to take, so you have to trust their knowledge and insights to guide you in the right direction" (Diego, Interview 4, p. 2, Line 13). The students in this investigation seem to be relating trust to the knowledge/expertise of their academic advisors. According to Tschannen-Moran and Hoy (2000), one must sustain a certain level of competence in the relationship for another to develop trust in that individual. In addition, having a particular ability provides a certain level of confidence in an individual (Mayer et al., 1995).

It is imperative that academic advisors take proactive measures to ensure the success of their first-year college students. Academic advisors who take initiative in the advising relationship are more likely to be considered trustworthy. This notion seemed to be a recurring theme expressed by a few of the participants. Emily specified that "if they [academic advisors] prided themselves a little bit more, and actually reached out to students," (Emily, Interview 1, p. 8, Line 1). She indicated that she would trust her academic advisor more if he actually tried a little bit harder. Ricardo supported Emily's viewpoint, as he

shared the same thoughts and feelings regarding his academic advisor taking initiative in the advising relationship.

They [academic advisors] should encourage students to do something, and if they don't want to do it, then the advisor will have to push them a little bit to do it, but don't make them feel bad; it is a fine line. If my advisor would nudge me a little bit more, I would appreciate it. (Ricardo, Interview 6, p. 9, Line 10)

From the participant data, a particular group of trust characteristics were uncovered, providing insights as to the building of trust among academic advisors and students. The establishment of trust leads to more effective advising relationships. This assembly of trust facets is made up of: initiative, knowledge/expertise, kindness, and reliability. The eight traditional, first-year college students who participated in this research endeavor helped shed new light on how these trust characteristics impacted their advising relationships. Together, these facets of trust will help with the building of trust among academic advisors and their students, thus producing more effective advising relationships.

Implications

The valuable insights gained from this research endeavor provide a better understanding of trust in advising relationships and, most significantly, offer a new platform that may be used as a catalyst to further strengthen the field of collegiate level academic advising. Taken directly from the participant data, the narratives of these eight, traditional first-year college students will be used to express their thoughts and feelings on how to improve the current state of academic advising, both from the academic advisor and student perspectives. It is about how they see it--through their eyes.

Academic Advising

The first-year college students who participated in this study were very detailed in their expectations, as they want an academic advisor who is professional, will go the extra mile, shows a genuine interest in their success, and provides them with sound advice. These are some of the suggestions they presented in regard to strengthening the role of an academic advisor. The overall consensus was that academic advisors who meet these expectations are likely to gain the trust of the students.

Nicholas stated that “maintaining professionalism and knowing what you are talking about and doing your research,” are qualities exhibited by a trustworthy academic advisor (Nicholas, Interview 5, p. 3, Line 16). In addition, Emily indicated that “if my academic advisor would go a bit out of the box and go the extra mile, I would trust him a little bit more” (Emily, Interview 1, p. 10, Line 21). Ricardo supports Emily’s assertion; as also said that “if his academic advisor would do more than what is expected,” it would enhance trust in the advising relationship (Ricardo, Interview 6, p. 3, Line 13). Moreover, Diego discussed the value in academic advisors showing a genuine interest in the success of their students.

I was telling him [my academic advisor] about what I wanted to do and he seemed really interested in my idea. He then started getting all jittery and looking up classes. He would create stories and say things like, “imagine if. . .” I was talking about [creating] my own clothing line and he said, “Take contemporary culture in Asia, because that’s where you have to find the fabric.” He was genuinely caring and excited about what I was telling him. It wasn’t just the typical “you should do this or that.” (Diego, Interview 4, p. 3, Line 9)

And possibly one of the leading indicators of trust in the advising relationship is the level of proficiency displayed by the academic advisor. Joseph supported the comments made by Nicholas as he expressed similar thoughts regarding trust as it relates to the competency of an academic advisor.

I trust my advisor because she's been doing this [advising] for years. It's not like this is her first year of experience in the field. If it were, I'd probably still have a good amount of confidence in her, but if someone has been doing it for years, then I would trust him or her more than a brand new person [academic advisor]. (Joseph, Interview 3, p. 3, Line 21)

From an administrative standpoint, there were a couple of suggestions related to the manner in which academic advising services are delivered. The first-year student participants began this discussion reassuring me that the advising services provided by the First Year Advising and Exploration Office at UCF are adequate. Nonetheless, there are two important issues that need to be considered and possibly adjusted: (a) the ratio of academic advisors to students and (b) the ability to retain an academic advisor, where a rapport has already been established.

A few of the participants believed that each academic advisor in FYAE had too many first-year students to support, and that this had a substantial impact on their ability to get help in a timely manner. There are too many appointments that need to be made, and "walk in" hours are only for certain times during the semester. Emily highlighted her frustration and offered a practical solution to this issue.

Some students cannot make it to walk in hours! Maybe there are certain times when you are able to call your advisor if you have a quick question. . . They [FYAE]

should do “call hours.” Some students have a two minute question, like “How do I drop this class?” I really don’t want to walk there, fill out a form, wait 30 minutes, and have a 10-15 minute appointment and then leave. . . for something that should have taken two minutes. (Emily, Interview 1, p. 14, Line 19)

Joseph supported Emily’s statements by sharing his concerns regarding the availability of academic advisors and how appointments work. He believed that the waiting times were too long. Joseph believed that he should be able to see an academic advisor the same day if necessary. There are significant questions that he may need answered.

We [first-year college students] are young; we are impatient; we are in a hurry; we want to get stuff done. We have certain weeks where we can just walk in. Why can’t it be like that all semester? Why do I have to wait four to five days for an appointment? That is what I had to do when I needed to get my scholarship paperwork. I wanted to get it done! Maybe they [FYAE] can have a walk in day once or twice a week? (Joseph, Interview 3, p. 5, Line 3)

In addition, Emily proposed that she should have the option to continue seeking the advising services of her existing academic advisor throughout her college career. She went on to say that if a rapport has already been established, then why break that association just to start the process [all over again] and have to get to know someone totally different. Emily did not feel the current system makes a lot of sense, particularly if the advising relationship is so instrumental to student achievement and persistence to graduation.

I think it would be good if you had your academic advisor for the entire four years [of college] because he [my advisor] would know me and I would really trust him.

Do you know what I mean? If he actually stuck with me through the four years, that

would be helpful. By the time you're a senior, you can really trust him. My guidance counselor in high school had her 9th grade students through 12th grade, which I thought was a really good idea. (Emily, Interview 1, p. 15, Line 4)

First-Year College Students

The participants not only provided some great suggestions to address any concerns regarding academic advising--the expectations of an academic advisor and the way advising services are delivered, but they were very introspective, holding themselves accountable as key contributors to the advising relationship. They offered valuable insights into what their role, as first-year college students, involved in establishing this rapport.

As first-year college students, they felt it was their responsibility to be polite, listen, come prepared, open up and disclose any concerns, reach out to their advisors, and fulfill any promises made such as completing paperwork or visiting other offices as assigned. If all first-year college students were able to live up to these stated commitments, they believe their part in bolstering the advising relationship would be upheld.

Joseph specified that first-year college students must “appreciate what they are doing” for you (Joseph, Interview 3, p. 7, Line 32). Academic advisors are providing a valuable service, and students must be grateful for the assistance they receive. Nicholas believed that it is the students' obligation to prepare themselves, showing up to the advising session with specific questions or knowing what issues may need to be addressed.

If you go into the advising office with a blank slate, with no previous research, you don't know what's going on and you don't have a chosen major, then all the

academic advisor can really do is sign you up for general education courses.

(Nicholas, Interview 5, p. 9, Line 3)

Like Nicholas, Diego had similar feelings regarding his role in the advising relationship. He believed that first-year college students need to come to the academic advisor with a certain level of preparation prior to the visit. An academic advisor should act as a safety net, and students should feel comfortable discussing issues related to their success and wellbeing.

I think it's my responsibility to know how much to tell him [my advisor], or what to tell him exactly, and prepare prior to the advising session. I need to outline exactly what I am having problems with. People [students] don't like to tell other people that they are failing or not doing well, but the one person you can tell is your academic advisor because they can help you out in that situation. (Diego, Interview 4, p. 8, Line 19)

Ricardo admitted that he did not have too complicated a job when it came to his role in the advising relationship. He indicated that his job was to "listen and get advice" (Ricardo, Interview 6, p. 10, Line 22). Ricardo's additional commitment to the advising relationship was to follow through on any assigned tasks.

Recommendations

In reflecting upon this research endeavor, it occurred to me that there are three divergent perspectives that I would explore to further this scholarship. The literature review has been completed as these topics have been reviewed. However, within the parameters of this dissertation, I was not able to investigate some of these thought-provoking areas. The

three new directions this scholarship may take are as follows: (a) investigating the race/ethnicity or gender of the academic advisors/students, (b) studying a particular approach to advising, or (c) exploring this topic from the advisor perspective. At present, all that would have to be done to explore these new areas is to make small adjustments to the current interview protocol.

First, diversity affects the level of trust one feels toward another as people have an affinity to others they resemble. Zucker (1986) referred to this as characteristic-based trust. Family, socioeconomic status, and culture are all characteristics associated with this type of trust, which seems to be fixed in likeness (Tschannen-Moran & Hoy, 2000). These data offer strong support for exploring how the race/ethnicity or gender of an academic advisor affects the role of trust in the development of the relationship between students and advisors who are either of the same or of a different race/ethnicity or gender. This proposed research study may shed light on a potentially controversial matter.

Second, Crookston (1972) wrote, “There is a high level of openness, trust, acceptance, sharing, collaboration, problem-solving, decision-making, and evaluation between the academic advisor and student” (p. 17). Forging this type of rapport among the student and academic advisor is a major strength of the developmental advising model. Again, there is ample literature to provide a starting point for this proposed study. Exploring a particular approach to academic advising, e.g. seeking to understand the role of trust in the development of the relationship between academic advisors and first-year college students in the context of the developmental advising model, may prove to be extremely beneficial to the field of collegiate level academic advising.

Third, it would be valuable to look at this topic from the viewpoint of an academic advisor. How do academic advisors make sense of the role of trust in the development of the relationship with their first-year college students? This inquiry is linked to the same groundwork as the present study, but it would take into account the thoughts, feelings, and perceptions of academic advisors, as they currently do not have a voice.

Reflection

It is always an interesting experience to look back and reflect upon the work that one has completed. I have spent the last four years of my life in a doctoral program, giving up my sanity to complete a ton of coursework, comprehensive examinations, and ultimately, the most painful and tedious task of them all, the dissertation. I have nearly earned a Ph.D., or “the highest degree in the land,” but have missed out on countless opportunities to attend social events, pursue relationships, and live a “normal” life.

Every time someone asked me to do something, I had to say, “Please don’t give up on me, but I am too busy.” I always had work to do! What will I do when the work is over? Who knows!!! I have been in college since 1998 and will finish in 2013. That is a long time! You may ask me, “Was it all worth it?” Well. . . You bet it was! It has always been my academic dream to go as far as I possibly could in pursuit of a higher education, and it seems as if I am now on the edge of achieving this very lofty goal. It was quite an experience, filled with many great memories and stresses, but at this present time, I am looking forward to opening my life’s book and finding out what awaits in the next chapter.

As my friend Julian once said, at a time when I was feeling low, “If it was easy, everyone would be doing it.” Well, my friend, you were right! I do not take myself too

seriously, and I imagine that I will continue to be most humble, but this is a huge milestone that only a few will experience. As I move forward in life, I will keep in mind that I accomplished a great challenge and will not take it lightly. With all the rights and privileges appertaining to the Ph.D. degree, I will use my knowledge and influence to better the lives of those around me.

Summary

In this chapter, the treasured discoveries from this research endeavor, the implications for the field of collegiate level academic advising, as well as recommendations for future research have been emphasized. The eight traditional, first-year college student participants expressed their thoughts and feelings on how to improve the current state of academic advising, both from the academic advisor and student perspectives. This information was provided by them--as seen through their eyes.

APPENDIX A
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Figure 1

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I would like to use the chart on pg. 445 titled: "Integrating Trust and Distrust: Alternative Social Realities" as the frame and illustration.

Best,

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Ph.D. Candidate

UCF College of Education

Figure 2 – Tschannen-Moran and Hoy (2000) Facets of Trust (A) is an original illustration

Figure 3 – Integration of Tschannen-Moran and Hoy (2000) & Mayer et al. (1995) Facets of Trust (B) is an original illustration

Figure 4 – Integration of Tschannen-Moran and Hoy (2000), Mayer et al. (1995), & Rempel et al. (1985) Facets of Trust (C) is an original illustration

Figure 5 – Advisor/Trust Orientation Results is an original illustration

Figure 6 – Trust in Advising Relationships: A Theoretical Model is an original illustration

Figure 7 – Developing and Constructing Trust in Advising Relationships is an original illustration

Figure 8 – Undermining and Dismantling Trust in Advising Relationships is an original illustration

Table 1 – Contrasting Dimensions of Prescriptive and Developmental Approaches to Advising

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Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel, 13*, 12-17.

Best,

Mark Lemon
Doctoral Candidate
UCF College of Education

Table 2 – Relationship of the Research Questions, Theoretical Framework, and interview Protocol Items is an original illustration

Table 3 – Participant Demographic Information is an original illustration

Table 4 – Advisor Demographic Information is an original illustration

Table 5 – Thematic Content Matrix is an original illustration

Table 6 – The Relationship of Research Questions to the Main Themes

APPENDIX B
INTERVIEW PROTOCOL

Demographic Questions

- A. Age in years
- B. Race/ethnicity
- C. Class status/credit hours completed
- D. Previous experience in college? Yes or No
- E. Previous interaction with a collegiate level academic advisor/ number of sessions
- F. Grade Point Average (GPA)
- G. Race/ethnicity of academic advisor/gender of academic advisor

Interview Questionnaire

Hello Participant! I am going to ask you a series of trust or distrust related questions. This questionnaire could take up to 60 minutes to complete. Please feel free to take a few moments to really think about the question before you answer. If you could elaborate as much as possible, that would be great!

1. How do you define trust? Please explain thoroughly.
2. Do you feel you are a trusting person? Why or why not?
 - a. Do you offer trust right away, or does it have to be earned?
 - b. What experiences do you feel have helped shape your ability to trust or distrust? Please explain thoroughly.
 - c. Can you describe some characteristics about another person that would make you believe he/she is trustworthy or not trustworthy?
 - d. What behaviors or actions help to establish trust or distrust in a relationship?
3. Do you feel that trust is important in advising relationships? Why or why not?
 - a. How do you define an effective advising relationship?
 - b. What are some behaviors or actions of your academic advisor that may enhance trust in the advising relationship? Please explain thoroughly.
4. Explain some of the qualities exhibited by your academic advisor that would lead you to believe he/she is trustworthy.
 - a. In what ways does your academic advisor show a genuine interest in your success?
 - b. How does he/she provide you with *assurance* or *hope*? Please explain thoroughly.
 - c. How does kindness (*benevolence*) assist with the building of trust in the relationship?
 - d. Do you have *faith* and/or *confidence* in the information he/she provides? Please explain thoroughly.

- e. How does *openness* and/or *honesty* in the communication between you and your academic advisor assist with the development of trust in the advising relationship?
 - f. What are some of the characteristics that would make you feel that he/she is in accordance with ethical standards? Please explain thoroughly.
5. How would you characterize the relationship you have with your academic advisor?
- a. In what ways does your academic advisor promote collaboration?
 - b. In what ways are your personal/professional aspirations aligned with the values of your academic advisor (*high-value congruence*)?
 - c. In what ways does your academic advisor show that he/she understands your personal and/or professional goals?
 - d. What is the process for planning and executing academic/career objectives?
 - e. Are you satisfied with the advising services provided by your academic advisor? Please explain thoroughly.
6. How does your academic advisor demonstrate an adequate level of skill in his/her position?
- a. How do you feel about his/her *ability* to assist you?
 - b. In what ways does your academic advisor demonstrate *confidence*?
 - c. In what ways does knowledge and/or *confidence* assist with building trust?
 - d. How would you rate your academic advisor's communication skills?
 - e. In what ways does the ability to listen and speak effectively assist with the development of trust in the advising relationship?
7. What type of role do you expect your academic advisor to play in your educational journey? Please explain thoroughly.
- a. Describe your advising preferences?
 - b. Do you prefer a collaborative (*developmental*) or an authoritative (*prescriptive*) approach to advising?
 - c. What do you believe is the purpose of academic advising?
 - d. Do you feel it is his/her responsibility to guide you to pursue *new initiatives*?
 - e. Have you established a process for holding each other accountable?
 - f. Do you feel that shared accountability assists with building trust in the advising relationship?
 - g. How is it beneficial for the relationship to rely on one another (*promote interdependence*)? Please explain thoroughly.
 - h. In what ways does your academic advisor assist you in planning your personal and/or academic objectives?

8. In what ways can trust in the advising relationship provide positive student outcomes? Please explain thoroughly.
 - a. How does an effective advising relationship provide an educational advantage? Please explain thoroughly. Do you have an example?
 - b. In what ways does an effective advising relationship impact your ability to stay enrolled (*retention*)?
 - c. In what ways has your academic advisor made a significant impact in your academic and/or personal life? Please explain thoroughly.
 - d. What do you feel are your responsibilities in the development of the advising relationship?

9. Please explain why you feel it is beneficial/not beneficial to speak with your academic advisor about personal topics?
 - a. Are you comfortable discussing personal topics/issues with your academic advisor? Why or why not?
 - b. How does your willingness to open up (*willingness to risk vulnerability*) help establish trust in the advising relationship?
 - c. Are you *confident* that he/she will not exploit this (*personal*) information? Why or why not?
 - d. How do you describe your level of *faith* in the guidance he/she provides?

10. What are some of the behaviors or actions that may hinder trust in the advising relationship? Please explain thoroughly.
 - a. How does your academic advisor's *reliability* effect trust in the advising relationship?
 - b. Is there any distrust (*skepticism*) in the relationship? If so, what is causing this suspicion (*wariness*)?
 - c. Is a heightened sense of risk avoidance or caution (*vigilance*) harmful to the advising relationship? Please explain thoroughly.

11. Do you feel that distrust prevents the development of an advising relationship? Please explain thoroughly.
 - a. Do you believe an effective advising relationship can exist if there is too much distrust between the advisor and student? Please explain thoroughly.
 - b. In what ways does your academic advisor act in an unethical manner?
 - c. If he/she was acting in an unethical manner, would this hinder the development of trust?

12. Are there times when there was both trust and distrust in the relationship with your academic advisor? Please explain thoroughly. Do you have an example?
 - a. Is it possible to have both trust and distrust at the same time (*concurrently*) in the advising relationship? Please provide an example and explain thoroughly.
 - b. Has there been a time when you trusted your advisor personally, but were not assured about the information/knowledge provided? Or, the reverse?

13. Is there anything else you would like to add about the relationship you have established with your academic advisor, or anything related to the questions I have asked you?

APPENDIX C
ADVISOR/TRUST ORIENTATION EXERCISE PROTOCOL

Advisor/Trust Orientation Exercise

Instructions

Hello Participant! As you know, I am investigating how students make sense of the role of trust in the development of the relationship with their academic advisors, and how they characterize the conditions that enhance or hinder trust in this relationship.

In 1998, leading scholars in trust research described 4 levels of trust and/or distrust relationships using quadrants. Each of these quadrants has words that describe the proposed relationship outcomes and the trust characteristics linked with each level of the trusting and/or distrusting relationship. Let me describe all four quadrants and explain each of their characteristics. It is important that you thoroughly understand these terms and their associated outcomes, so please feel free to interrupt me at any time if you have questions.

1. Place the poster board (standard size) of the Lewicki et al. (1998) theoretical framework in front of the student.

I will explain the Lewicki et al. (1998) theoretical framework (below).

2. Ask the student to place him/herself in the quadrant that best represents the relationship he/she has with his/her academic advisor. Then, ask which quadrant best represents the relationship he/she would like to have with his/her academic advisor.

Where do you position yourself within this framework? Do you have any specific examples of how you arrived at this decision? Has your position changed over time?

3. Ask the student about his/her understanding of the theoretical framework.

The previous question had to do with the relationship between you and your advisor. Now, I want to measure your level of understanding regarding the information displayed on this poster. Can you think of any other words, or characteristics, that should be represented on this poster? Is there another way of describing the relationship you have with your academic advisor? Do you agree or disagree with the Lewicki et al. (1998) theoretical framework?

4. Ask the student to provide specificity regarding his/her feelings about this model and any thoughts regarding the facets associated with the development of trust.

I have asked you about how you characterize the relationship with your academic advisor. Could you think of an example, or story, that assisted in the development of trust and/or distrust in the relationship with your academic advisor? Have you heard any stories and/or rumors from other students? Can you chat with me about those other students, specifically, what you believe assisted with the

increase and/or decrease of trust in the relationship?

5. Ask the student if there is any additional information he/she would like to provide regarding the development of trust, and/or this poster.

<p>High Trust</p> <p>Characterized by</p> <ul style="list-style-type: none"> Hope Faith Confidence Assurance Initiative 	<ul style="list-style-type: none"> High-value congruence Interdependence promoted Opportunities pursued New initiatives 	<ul style="list-style-type: none"> Trust but verify Relationships highly segmented and bounded Opportunities pursued and downside risks/vulnerabilities continually monitored 				
<p>Low Trust</p> <p>Characterized by</p> <ul style="list-style-type: none"> No hope No faith No confidence Passivity Hesitance 	<ul style="list-style-type: none"> Casual acquaintances Limited interdependence Bounded, arms-length transactions Professional courtesy 	<ul style="list-style-type: none"> Undesirable eventualities expected and feared Harmful motives assumed Interdependence managed Presumption; best offense is a good defense Paranoia 				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">2</td> <td style="padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">1</td> <td style="padding: 2px;">3</td> </tr> </table>	2	4	1	3	
2	4					
1	3					
	<p>Low Distrust</p> <p>Characterized by</p> <ul style="list-style-type: none"> No fear Absence of skepticism Absence of cynicism Low monitoring No vigilance 	<p>High Distrust</p> <p>Characterized by</p> <ul style="list-style-type: none"> Fear Skepticism Cynicism Wariness and Watchfulness Vigilance 				

From "Trust and Distrust: New Relationships and Realities," by R. J. Lewicki, D. J. McAllister, & R. J. Bies, 1998, *Academy of Management Review*, 23, p. 445. Copyright 1998 by JSTOR. Adapted with permission (Appendix A).

APPENDIX D
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Mark A. Lemon**

Date: **March 18, 2013**

Dear Researcher:

On 3/18/2013, the IRB approved the following human participant research until 3/17/2014 inclusive:

Type of Review: UCF Initial Review Submission Form
Project Title: Through the Eyes of First-Year College Students: The
Importance of Trust in the Development of Effective Advising
Relationships
Investigator: Mark A. Lemon
IRB Number: SBE-13-09235
Funding Agency:
Grant Title:
Research ID: N/A

The scientific merit of the research was considered during the IRB review. The Continuing Review Application must be submitted 30 days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at <https://iris.research.ucf.edu>.

If continuing review approval is not granted before the expiration date of 3/17/2014, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewska, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

[%electronic_signature%]
IRB Coordinator

APPENDIX E
PARTICIPANTS' INFORMED CONSENT



Through the Eyes of First-Year College Students: The Importance of Trust in the Development of Effective Advising Relationships

Informed Consent

Principal Investigator(s): Mark A. Lemon, Doctoral Candidate

Faculty Supervisor: Rosa Cintrón, Ph.D.

Investigational Site(s): University of Central Florida

First Year Advising and Exploration (FYAE) Office

Howard Phillips Hall

Introduction: Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of individuals who agree to take part in a research study. You are being invited to take part in a research study which will include six to ten participants who receive advising services at FYAE. You have been asked to take part in this research study because you are a first-year student, have completed two to three advising sessions with your academic advisor, are between the ages of 18 and 20, and this is your first time in college. You must be 18 years of age or older to be included in the research study.

I, Mark Lemon, am a doctoral candidate in the Ph.D. in Education program - Higher Education track; I am conducting this investigation for my dissertation. This study is being supervised by my program advisor, Rosa Cintrón, Ph.D.

What you should know about a research study:

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose of this study is to understand how first-year students make sense of the role of trust in the development of advising relationships with their academic advisors. Also, to better understand how first-year students characterize the conditions that may be present in the relationship that enhance or hinder trust? The information learned from this study may help bring a new awareness to academic advisors, assisting them in becoming more effective in building relationships first-year students, thus increasing the quality of their advising services.

What you will be asked to do in the study: The participants will be asked to take part in three activities: an in-depth interview using an interview protocol, an advisor/trust orientation exercise using a trust theoretical framework, and a member checking session. The first two activities will be conducted together, and the member checking will be done at a later date, thus the study will require two sessions (separate meeting times).

- Session 1: An in-depth interview using an interview protocol and an advisor/trust orientation exercise using a trust theoretical framework will be conducted.
- Session 2: Is a brief member checking session where the principle investigator will ask clarifying questions to ensure the accuracy of information shared from the previous session.
- The participants will only interact with the principle investigator.

Location: The participants from FYAE will have the option to meet at a time and place that is most the comfortable/convenient for them. I am happy to meet with students at UCF, or an off campus location of their choosing. Also, I am flexible as far as timing; I am willing to meet in the evenings and on weekends. If a student is willing to participate, but is unable to meet at a particular location, I am willing to go to that student.

Time required: In total, one to one and a half hours of the students' time is all that will be required for participation in this study. The interviews will start at the beginning of March 2013 and should conclude by the end of that month.

Audio taping: You will be audio taped during this study. If you do not want to be audio taped, you will not have to be. Discuss any of your concerns with the primary investigator. If you are audio taped, the tape will be kept in a locked, safe place. The tape will be erased or destroyed at the completion of this study.

Risks: There are no reasonably foreseeable risks or discomforts involved in taking part in this study.

Benefits: We cannot promise any benefits to you or others from your taking part in this research. However, possible benefits include assisting academic advisors in better understanding how to build effective relationships with their students.

Compensation or payment: Each participant will receive a \$50.00 Darden restaurant gift card at the completion of this study. It may be used at any Darden restaurant, e.g. Olive Garden, Red Lobster, Longhorn Steakhouse, and others listed on the card. *The completion of all data collection activities (three) is required for the full incentive. If a participant is unable to finish the study, the gift card incentive will be prorated based on the number of completed interviews, as follows: a) completion of the first interview = \$15.00, b) completion of the first and second interview = \$30.00, and c) completion of the first, second, and third interview = \$50.00.

Confidentiality: The information provided to the principle investigation will not be shared with anyone. While narratives and excerpts from the interviews and exercise will be used as part of the data in my dissertation, participants' identities will not be disclosed. We will limit your personal data collected in this study to people who have a need to review this information. We cannot promise complete secrecy.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you, please contact Dr. Rosa Cintrón, Faculty Advisor/Associate Professor in the College of Education, Department of Educational and Human Sciences at (407) 823-1248 or by email at rosa.cintrondelgado@ucf.edu

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

Withdrawing from the study: It is the choice of the participants whether or not they would like to participate, or continue to participate, in this investigation. If at any time, a participant feels that he/she needs to withdraw, please notify the principle investigator.

APPENDIX F
PARTICIPANTS' LETTER

Dear First-Year Student:

My name is Mark Lemon, and I am a doctoral candidate in the Department of Educational and Human Sciences at the University of Central Florida. I am conducting research on trust, and its role in the development of effective advising relationships among first-year students and their academic advisors. I would like to request your participation in this research endeavor!

The data will be collected using three methods: an in-depth interview, an advisor/trust orientation exercise (interview), and a member checking session (interview). The first two methods will be completed in one meeting, and the member checking will happen at a later date. In total, I will only need about an hour, to an hour and a half of your time. I will simply be asking questions regarding the nature of the relationship you've developed with your academic advisor. This is a straightforward and quick investigation; I anticipate starting and finishing the data collection process within a month (March, 2013). We can meet at UCF or off campus, whichever is more convenient for you! As an incentive for participation, I am offering a \$50.00 Darden gift card for those who complete the study (three interviews).

In order to ensure confidentiality, your name will not be disclosed at any time, and the information shared will not be linked to you in any way. If you are willing to participate in this study, please contact me at lemon2112@knights.ucf.edu or at (407) 719-3582. Your participation will contribute significantly to advancing the field of collegiate level academic advising.

Thank you for your time and support!

Best,

Mark A. Lemon
Ph.D. in Education Candidate
College of Education
University of Central Florida



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