REESE, RUTH NORRINE RYIDA RĒ, Ph.D. Leading, Learning, and Teaching: An Exploration of Instructor Leadership in a Retention Intervention Program. (2013) Directed by Dr. Charles P. Gause. 228 pp.

There is a distressing dilemma in higher education concerning the increase in student attrition rates (Angelino, Williams, & Natvig, 2007; Hagedorn, 2006; Kramer, 2007; Lau, 2003, Seidman, 2005; Tinto, 2006). The seminal query of this study asks what higher education institutions are doing to effectively retain these students and secure student success. At a public university in the southeastern part of the United States, appreciative advising is utilized as a teaching strategy in a retention intervention program to answer this question. Developed as a theoretical framework by academic advisors where focus is on a student's strengths instead of on weaknesses (Bloom & Martin, 2002), appreciative advising was integrated into a curriculum designed to empower students to recover and retain academic good standing (Bloom, Hutson, & He, 2008; Bloom, Hutson, He, & Robinson, 2011; Hutson, 2006). This empowerment suggests a relationship between classroom instructor leadership and student self-leadership.
The purpose of this study was to explore the perceptions of classroom instructors and how they describe their teaching experiences in this retention intervention program. The researcher desired to know how these classroom instructors perceived their role, experienced instructional leadership, and sought to facilitate self-leadership in their students. Specifically, how an appreciative mindset inspired transformational leadership, encouraged transformational teaching, and aspired to impact transformational learning. Utilizing a qualitative instrumental case study design and applying an interpretivist

research paradigm, a total of eleven past and current instructors were interviewed employing online Email and Instant Messaging (IM)/Chat as a means of data collection (Briggs & Coleman, 2007). Unfortunately, the data analyses revealed 9 of the 11 instructors were neither familiar with the core principles of appreciative advising nor understand its relevancy to the retention intervention program. However, the data analyses also indicated the majority of instructors did perceive their role as influencing positive change in the attitudes and behaviors of their students regardless of this deficiency in their knowledge base. This evidenced an intuitive and deductive acknowledgment of appreciative advising in the instructors' teaching experience that innately supported an appreciative mindset. It is through the participants' appreciative mindset that appreciative advising and instructor leadership are explored.

Several themes emerged from the data relative to leading, learning, teaching, and the appreciative mindset. These themes reflect the instructors' perceptions of their teaching experiences and student learning: (a) a sense of responsibility central to their desire to impact student success; (b) leadership defined as guiding versus influencing: (c) engaging with students in reflection a primary teaching strategy; (d) belief that student self-awareness contributes to empowerment resulting in self-appreciation; (e) opinion that owning the circumstances of their academic probationary status allows students to practice self-leadership. However, one major theme emerged: leading, learning, and teaching are all relational. This study suggests the integration of appreciative advising with instructional leadership may contribute to enhanced learning experiences for students in pedagogical contexts and increase undergraduate student retention.

LEADING, LEARNING, AND TEACHING: AN EXPLORATION OF INSTRUCTOR LEADERSHIP IN A RETENTION INTERVENTION PROGRAM

by

Ruth Norrine Ryida Rē Reese

A Dissertation Submitted to
the Faculty of The Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Greensboro
2013

Approved by

Charles P. Gause
Committee Chair

To my children and grandchildren whose existence fills me with the courage to persevere and the optimism to be resilient.

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

Committee Chair _____
Charles P. Gause

Committee Members _____
Deborah Taub

_____
David Ayers

_____
Jewell Cooper

February 26, 2013
Date of Acceptance by Committee

February 26, 2013
Date of Final Oral Examination

ACKNOWLEDGEMENTS

I would like to acknowledge the power of an appreciative mindset in guiding me through this process. It is with an attitude of gratitude that I thank my dissertation committee members: Dr. Charles Gause, Dr. Jewell Cooper, Dr. Deborah Taub, and Dr. David Ayers. Special thanks to my committee chair, Dr. C.P. Gause, whose support and encouragement made completing this journey possible. I thank the administrators and staff of the retention intervention program whose approval allowed me to conduct my research study. I am especially thankful for the participation of the program's classroom instructors whose "voices" provided the data. Although not a part of this study, I want to acknowledge the students in the program whose academic and developmental success offered purpose. I want to thank those faculty and staff members in The Department of Teacher Education and Higher Education whose invaluable advice served me well. Finally, I want to acknowledge the community of appreciative advisors at The University of North Carolina at Greensboro for sharing their vision with me.

To my four children—Stacey, Jason, Adrienne, and Gabrielle: you are the wind beneath my wings. To my eight grandchildren—Gregory, Stacey, Helena, Nasir, Norrine, Kelsey, Lillian, and Carter: you are the fountain of my joy. To myself—you go girl.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER I

INTRODUCTION

Leading, learning, and teaching are a central ternary theme in K-12 education as school systems seek to empower employees to cultivate and develop successful students (Institute for Educational Leaders, Inc., 2001; National Academic Advising Association, 2006). This is often with an emphasis on positive student identity formation (Fullan, 1993; Thompson, Gregg, & Niska, 2004). At institutions of higher education, the normative classroom teaching and learning experiences are usually not beyond an emphasis on content delivery, and leadership as an allied process and transformative tool is seldom considered (Eich, 2008; Griffiths, 2010; Komives et al., 2011; Komives, Lucas, & McMahon, 2007; Slavich, 2006). Colleges and universities devote resources to leadership through teacher education programs, professional development for administrators, and advanced degree initiatives. Members of the professoriate who are not affiliated with these leadership efforts or student mentoring endeavors commonly exclude themselves from the discourse of teachers as leaders (Glisczinski, 2007).

The importance of faculty-student interaction is vital to successful student learning experiences and outcomes (Astin, 1993; Habley & McClanahan, 2004; Pascarella & Terenzini, 1991, 2005; Tinto, 1993, 2000; Umbach & Wawrzynski, 2005; Vowll, 2007). However, the lack of literature on teachers as leaders in college and

university classrooms indicate in general faculty are not engaged in developing a leadership identity or encouraging student leadership (Astin & Astin, 2000). Whether perceived by faculty as culturally incompatible or an intrusion, teaching and leadership are often perceived exclusive of one another (Ginsberg, 2007). We can surmise most faculty see leadership outside of the scope of their contractual job requirement as teachers, particularly in student learning experiences, because it is not extrinsically rewarded (O'Meara & Braskamp, 2005). Based upon tenure and promotion in most institutions, extrinsic rewards come in the form of conducting research, engaging in scholarly publishing, and securing contracts and grants (Boyer, 1990; Huber, 2002). The intrinsic rewards for faculty are often reported anecdotally as a form of personal satisfaction (Palmer, 2007).

Leadership, as it relates to students, is generally a skill-set requirement for executive board members of student organizations, sororities and fraternities, and student government associations (Eich, 2008; Komives et al., 2011; Komives, Lucas, & McMahon, 2007). Sometimes student leadership is tied to service learning and community/civic engagement activities. These initiatives are designed to empower students to effect positive change locally and to develop active citizen-leaders globally (Rost & Barker, 2000). How students develop a leadership identity and the impact of leadership development programs in the 21st century are of growing importance (Eich, 2011; Dugan & Komives, 2007, 2010; Komives, Longerbeam, Owen, Mainella, & Osteen, 2006; Zimmerman-Oster & Burkhardt, 1999).

While the significance of leading others is acknowledged, self-leadership as a skill-set is sometimes ignored. According to Baxter Magolda (1999) and Baxter Magolda and King (2004), this form of leadership is frequently overlooked in classroom environments. Self-leadership is defined as the capability to utilize strategies to influence and motivate oneself to achieve in appropriate and effective ways. It is essential and foundational for all leadership (Manz & Neck, 2004). Manz and Neck (2004) argue that if you cannot lead yourself then how can you lead others. Self-leadership is viewed as a personal trait necessary to achieve academic success and those who do not possess this ttribute are often dismissed as "at-risk" (Manz, 1986; Manz & Neck, 2004; Manz & Sims, 1989; Truschel, 2007).

Statement of the Problem

There is a distressing dilemma in higher education concerning the increase in student attrition rates (Angelino, Williams, & Natvig, 2007; Bean, 1980: Brawer, 1996; Hagedorn, 2006; Kramer, 2007; Lau, 2003, Seidman, 2005; Titus, 2006). Most Americans agree that higher education, denoting college and university level studies, is necessary for material prosperity and social advancement (Baum & Ma, 2007; Glisczinski, 2007; Kramer, 2007; Pascarella & Terenzini, 2005). Delbanco (2012) asserts "for many more students, college means the anxious pursuit of marketable skills" (para. 24). Researchers, practitioners, and higher education administrators are concerned the attainment of such an advantage is spiraling out of reach for many due to the voluntary and involuntary departure of students from institutions of higher education (Archibald & Feldman, 2011; King, 2003; Paulsen & St. John, 2002).

The seminal query of this study asks what higher education institutions are doing to effectively retain these students and secure student success. As represented in Table 1, many educational theorists have advanced models of student retention, persistence, and departure (Astin, 1977, 1985; Bean, 1980; Padilla, 1999; Spady, 1971; Tinto, 1975).

Table 1

Major Retention Theories

Theorist	Seminal Theories and Models
Astin	Theory of Involvement
Bean	Industrial Model of Student Attrition
Padilla	Black Box Approach to Campus Experiences
Spady	Student Characteristics and Campus Environment
Tinto	Interactionalist Theory of College Student Departure

Furthermore, a copious amount of research has addressed the development and application of these theories (Braxton, 2000; Cook & Rushton, 2009; DeBerard, Spielmans, & Julka, 2004; Educational Policy Institute, 2004: Harper & Quaye, 2009; Moxley, Dumbrigue, & Najor-Durack, 2001; Pascarella & Terrenzini, 1979, 1991, 2005; Robbins, Oh, Le, & Button, 2009; Tinto, 1975, 1993).Yet, there is often a disconnect between theory and practice (Seidman, 2005, Tinto, 2005).

A Retention Intervention Program

In response to the problem of high attrition rates, a retention intervention program was developed at a public university in the southeastern part of the United States. The purpose of the program was to provide undergraduate students on academic probation an opportunity to raise their grade point averages (GPAs), thus avoiding academic

suspension. This is a mandatory attendance program based on appreciative advising, a social constructivist advising philosophy. The core curriculum is intentional and calculated to build on personal strengths instead of concentrating on improving weaknesses. The instructors and student collaboratively investigate ways to improve academic standing. The course content focuses on skillsets such as time management, study techniques, and utilization of campus resources (Appendix A). Through self-reflective exercises these academic probationary students are encouraged to seek and utilize strategies to change their attitudes and behaviors, which are often the source of negative academic outcomes. These exercises specifically emphasize self-advocacy and personal responsibility.

Although deficiencies in skillsets necessary for success in the college experience may contribute to a student's current probationary status, an overwhelming number of students find themselves in these situations as a consequence of non-academic events they experience (Kamphoff, Hutson, Amundsen , & Atwood, 2007). [This statement is also based on the researcher's personal experience as an instructor in a retention intervention program]. Many times the issue is not a student's academic aptitude, but the influence of an untimely or depressing experience. This may lead to subsequent disengaging behaviors toward their studies, their college experience, their professors, and themselves (Cruise, 2002). Several factors contribute to this disengagement including inadequate academic preparation, boredom with course content, lack of commitment to self and school, perceived irrelevance of experience, poor fit, isolation and

marginalization, emotional issues, and inability to meet financial responsibility (Braxton, 2000; Cabrera, Nora, & Castaneda, 1992; Tinto, 1993).

Historical Snapshot of Appreciative Advising

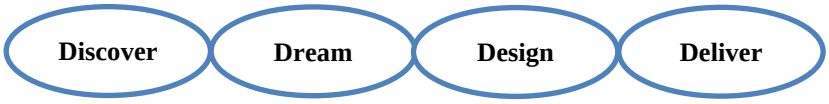
Considered "revolutionary" by its architects (Bloom, Hutson, & He, 2008), the application of appreciative advising as a retention intervention strategy has proven an effective means by which to halt attrition (Hutson & Bloom, 2007). Hutson and Bloom (2007) report retention rates for those students in a mandatory program rose by approximately 18 percent. Additionally, among students who participated in a voluntary program, "90% of the participants in the program were eligible to continue in the spring 2007 semester, and 58% earned term GPAs over 3.00" (Hutson & Bloom, 2007, p. 7). Bloom, Hutson, He, & Robinson (2011) state quantitatively that academically at-risk student participants in one program experienced a .75-point gain in grade point averages (GPAs). Comparing another retention intervention program they highlight:

> Even though no statistical significance was found in student GPA gains, many students described developing a greater awareness of their strengths and improved sense of purpose as well as the ability to identify ways in which they can create greater alignment between the two. (p. 5)

Appreciative advising emerged from the collaborative writings of Jennifer Bloom and Nancy Martin in 2002 (He, Hutson, & Bloom, 2010; Hutson, 2006; Hutson & Bloom, 2007). Grounded in the positive psychology and strengths-based philosophy of appreciative inquiry it quickly developed into an action research project by a group of academic advisors. Their desire was to elevate their interactions with students by

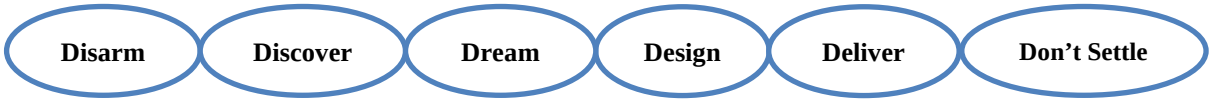
enhancing the potential in their students and celebrating the achievement of more affirming attitudes and behaviors (Bloom, 2002; He, Hutson, & Bloom, 2010). Initially intended to assist college and university academic advisors, appreciative advising found purpose within the classroom (Bloom, 2002). Bloom et al. (2009) recount classroom instructors in these programs were asked to encourage students to see past obstacles and envision opportunities, to have faith in their strengths, belief in their potential, and to recognize within themselves the power of their own uniqueness. Based on the seminal works of Cooperrider and Srivastava (1987) and Bloom, Hutson, and He (2008), Figure 1 is a comparative diagram formated by the researcher to illustrate the phases of appreciative inquiry (AI) and appreciative advising.

Appreciative Inquiry



According to Cooperrider & Srivastava (1987) appreciative inquiry involves four core principles contained in a cycle of experience: (a) discover: the identification of organizational processes that work well, (b) dream: the envisioning of processes that would work well in the future, (c) design: planning and prioritizing processes that would work well, and (d) destiny (or deliver): the implementation of the proposed design.

Appreciative Advising



Embracing the Appreciative mindset, advisors intentionally use positive, active, and attentive listening and questioning strategies to build trust and rapport with students (Disarm); uncover students' strengths and skills based on their past successes (Discover); encourage and be inspired by students' stories and dreams (Dream); co-construct action plans with students to make their goals a reality (Design); support students as they carry out their plans (Deliver); and challenge both themselves and their students to do and become even better (Don't Settle). (Bloom et al., 2008, p. 11)

Figure 1. Comparison of Appreciaitve Inquiry and Appreciaitve Advising Phases

Appreciative advising is a six phase model based on appreciative inquiry's four phase model; neither suggest a consecutive or tandem approach. Enagement in any phases is dependent on need, opportunity, and appropriateness. The two adjuvant appreciative advising phases are: "disarm" which helps define in the beginning the potential in the relationship; and at the postern of the process, "don't settle" which guides both students and teachers toward striving for continuing success. *The Appreciative Advising Revolution* (2008) by Bloom, Hutson, and He served as a guide in the development of retention intervention programs at several American colleges and universities (Bloom et al., 2009).

Purpose of the Research

The purpose of this study was to explore the perceptions of classroom instructors and how they describe their teaching experiences in a retention intervention program. The researcher desired to know how these classroom instructors perceived their role, experienced instructional leadership, and sought to facilitate self-leadership in their students. Specifically, how an appreciative mindset inspired transformational leadership, encouraged transformational teaching, and aspired to influence transformational learning.

Research Questions

The research questions in this study seek to understand the participants' experiences (Creswell, 2005) and are derived from the limited research in appreciative advising. Relative to the stated problem of rising attrition rates, the overarching query is: What is being done to retain students? Based on the researcher's assumptions with regard to leading, learning, and teaching this study explores a retention strategy in an

intervention program for students on academic probation whose theoretical framework is based on appreciative advising. This study was guided by two primary research questions:

1. How does this teaching experience help instructors develop an identity as leader?
2. How does appreciative advising help instructors experience teaching as leading?

Significance of the Study

Student academic success is a core value of university life (Kuh, Kinzie, Schuh, & Whitt, 2005). Students are admitted to college with the intention of degree completion and/or graduation. For many students, the process is stymied by either academic or development failings resulting in academic probation or suspension (Balduff, 2009). Colleges and universities often adopt programs aimed to retain students (Valentine et al., 2011). An online search of many higher education institutions reveals that functional units have been created to address this situation. According to Swail, Redd, and Perna (2003), successful retention programs demonstrate institutional commitment with leadership and faculty participation. These are considered essential components.

Those who teach at institutions of higher education have a unique opportunity to embrace a leadership role in the retention intervention classroom as instructor leaders (Blase & Blase, 2000; Farr, 2010). As such, they can reach beyond the delivery of course content and assist students in becoming not only knowledge consumers, but knowledge producers. These instructor leaders can influence students' attitudes and behaviors by facilitating student self-leadership. Komives et al. (2007) define this type of leadership "as a relational and ethical process of people together attempting to accomplish positive

change" (p. 29). The instructors in this retention intervention program are charged with the goal of having students take responsibility for their learning. They are asked by the program administrators during their orientation to inspire and ignite the desire to be academically successful in these students who are considered at-risk. The instructors are essentially asked to become instructor leaders and transformational change agents (Daloz, 1999).

Komives et al. (2007) acknowledge that a new culture must be created "that allows new behaviors to stick" (p. 344). The decision to be a person who can make a difference…is a statement about self-leadership" argues Komives et al. (2007, p. 122). Thus, self-leadership contributes to patterns of excellence for the instructor who can transfers the practice to their students by empowering them to be their best self, academically and personally. This is an act of reciprocity. Considering the current issues in attrition, retention, and completion rates, heightened awareness of the interdependent nature of transformational learning, teaching, and leadership, could produce a positive, profitable, and productive yield (Anding, 2005; Baumgartner, 2001; Chickering & Reisser, 1993; Kegan, 1994; Komives, Lucas, and McMahon 2007; Mezirow, 1991; Quinn, 1996).

Definition of Terms

Several relevant terms are instrumental to an understanding of the research study.

Academic Probation is determined when a student's grade point average (GPA) falls below what is considered academic good standing. Freshmen are placed on academic probation if their cumulative GPA falls below a 1.75; sophomores, juniors, and

seniors are placed on academic probation if their cumulative GPA falls below a 2.00 (Appendix B).

Academic Success "predictors usually consist of cognitive measures, pertaining to mental ability or intelligence; and non-cognitive measures, especially personality traits. Academic success has generally been operationalized as collegiate cumulative grade-point-average (GPA) averaged across courses" (Ridgell & Lounsbury, 2004, p. 607).

Appreciative Advising is a "social constructivist advising philosophy involving a six phase model where advisors intentionally build trust and rapport with students by discovering strengths, uncovering skills, encouraging dreams, developing action plans, supporting goals, and challenging low expectations" (Bloom et al., 2008, p. 11). It is "supportive, positive, dynamic and holistic. It is designed to assist all students by changing their negative thinking pattern (if necessary), while assisting them to find what is the best of what was and what can be, through a positive interaction with an academic advisor" (Truschel, 2008, p. 7).

Appreciative Mindset is the conscious effort of emphasizing the positive for growth; it is seeing the glass half full. "Having an appreciative mindset means finding what is right about a situation and the people in it to view strengths, successes, what we want more of, possibilities, the positives" (Cockell & McArthur-Blair, 2012, p. 80). It is focal to appreciative advising.

Appreciative Inquiry is "the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives

a system ‘life’ when the system is most effective and capable in economic, ecological, and human terms” (Cooperrider, Whitney, & Stavros, 2008, p. 433).

Leadership is an influencing process, and its resultant outcomes, that occur between a leader and followers. It incorporates how this influencing process is explained by the leader’s dispositional characteristics and behaviors, follower perceptions and attributions of the leader, and the context in which the influencing process occurs. It is a “purpose-driven action that brings about change or transformation based on values, ideals, vision, symbols, and emotional exchanges” (Day & Antonakis, 2012, p. 5).

Instructional Leadership signifies those actions taken to promote growth in student learning (Blase & Blase, 2000, 2004) such as providing direction, coordination, and resources for the improvement of curriculum. The *instructor leader* is the facilitator of those actions. (www.education.com/definition/instructional-leadership/).

Reciprocity is a mutual exchange of corresponding advantages or privileges. As a behavior, it is a form of social obligation imbued in transactional relationships.

Retention is measured by the number of students that progress from one level to the next in a degree program until either completion of the degree program or the student's personal goals are met (Center for the Study of College Student Retention, www.cscsr.org).

Self-authorship, coined by Kegan (1994), is “the ability to reflect upon one’s beliefs, organize one’s thoughts and feelings in the context of, but separate from, the thoughts and feeling of others, and literally make up one’s own mind” (Baxter Magolda, 1999, p. 6).

Self-Leadership according to Manz & Neck (2004):

> Can best be described as 'the process of influencing oneself.' The concept of self-leadership is derived primarily from research and theory in two areas of psychology. The first, *social cognitive theory*, recognized the adoption and change of human behavior…and places importance on the capacity of a person to manage or control oneself—particularly when faced with difficult yet important tasks. The second important area of knowledge…can be described as *intrinsic motivation theory*. This viewpoint emphasizes the importance of the 'natural' rewards that we enjoy from doing activities or tasks that we like. (p. 5)

Social Constructivism is the theoretical underpinning of appreciative inquiry (Watkins, Mohr, & Kelly, 2011). It is "the idea that a social system creates or determines its own reality" (Copperrider et al., 2008, p. 438). Whitney and Trosten-Bloom (2003) suggest it "posits that human communication is the central process that creates, maintains, and transforms realities" (p. 51).

Transformational Leadership is not an agreed upon of set of behaviors, but an ongoing process by which "leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978, p. 20). Transformational leadership "results in mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (Bass, 1990, p. 23)." "The transformative leader attempts not just to meet the articulated goals of followers, but rather to transform them, to raise them to a higher level" (Quantz, Rogers, & Dantley, 1991, p. 97).

Transformational Learning is a theory that:

> May be understood as the epistemology of how adults learn to reason for themselves—advance and assess reasons for making a judgment—rather than act on the assimilated beliefs, values, feelings, and judgments of other.

> Transformative learning may be defined as *learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change.* Frames with these characteristic are more like to generate beliefs and opinions that will prove more true and justified to guide action. (Mezirow, Taylor, & Associates, 2009, pp. 22-23).

Transformational Teaching is the process of incorporating transformational learning theory (Mezirow et al., 2009) into the practice of teaching. Transformational teaching is an approach to teaching which integrates knowledge learned in course content with personal experiences as a means for creating positive life-long changes in students' lives; this is active, not passive, learning (Bonwell & Eison, 1991). The learning experience is more exploratory, engaged, and experiential. The *transformational teacher* is the facilitator of this approach to learning. Teachers are conceptualized as agents of change (Daloz, 1999).

Assumptions

Students who are retained in an academic environment are those who are fully engaged in the fluidity of the process (Chemers, Hu, & Garcia, 2001). Degree completion is considered the desired outcome of the higher education experience (Tinto, 1997). Teachers who are leaders are engaged in the process of holistic guidance whereby the whole student completes the process as a naturally expected outcome (Harris, Lowery-Moore, & Farrow, 2008). The main contractual obligation of most faculty is to teach content independent of whether the student takes responsibility for their learning (Harris & Cullen, 2008; Hersh & Merrow, 2005; Newman, Couturier, and Scurry, 2004).

Conversely, the instructors in this study are charged to teach course content with the implicit goal of having the student take responsibility for their learning.

As exemplars of the appreciative mindset, the instructors in this retention intervention program are asked to inspire and ignite the desire in students to be academically successful. Several other assumptions which adumbrate the research are: (a) instructors utilize appreciative advising as a tool for positive transformational change, (b) leadership can be taught, (c) one can influence the development of self-leadership, and (d) self-leadership can positively affect retention. Critical thinking has led the researcher to believe that these assumptions are justified based on her presumption that they are true. With a qualitative research approach, these assumptions represent just the beginning of the study due to the emergent nature of the research. It may be that at the conclusion of the study, the researcher may possibly find no corroboration in the data (Mertens, 1998).

Summary

This chapter has served to introduce the problem of college student attrition and the possibilities of a sustainable, credible solution employing appreciative advising and instructional leadership in the teaching experience, and student self-leadership in the learning experience as transformative processes. The purpose of this study was to explore the perceptions of classroom instructors and how they describe their teaching experiences in a retention intervention program. This is significant as the instructors were charged with the goal of having students take responsibility for their learning. This charge invited instructors to consider a leadership role in the classroom. Heightened

awareness of the interdependent nature of transformational leadership, learning, and teaching may produce more positive academic outcomes for students and reduce potentially negative consequences such as academic probation.

CHAPTER II

LITERATURE REVIEW

There are two important aspects of this literature review worthy of note. First, this research study is not examining the perceptions of professional college academic advisors who teach. This study focuses on classroom instructors in a retention intervention program who are situated in an intentional curriculum and theoretical framework. These classroom instructors also assume the duties and responsibilities of an advisor. Second, this is new research on a topic for which there is no direct literature to investigate and/or cite. The literature presented represents closely allied frames of reference through which the topic can be explored. Therefore, the researcher will advance the knowledge presented in the literature in an appreciation of these contexts.

This literature review serves as a keystone for research that suggests a credible and sustainable solution to student attrition. This study explores the use of appreciative advising as a tool for transformational teaching by instructor leaders in a retention intervention program. In this chapter, literature related to academic advising, leadership, and the transformative processes of learning, teaching, and leadership are discussed. The literature review is presented in three sections. First will be an overview of academic advising and the role of student retention in that practice. Additionally, appreciative advising and the importance of reciprocity are reviewed. Second will be an examination of leadership, including instructional leadership by which teaching is interpreted as

leading, the relational aspect of leadership, and the concept of self-leadership. In the final section, the theoretical concepts of transformational learning and its impact on transformational teaching will be explored culminating in a review of transformational leadership.

Introduction

The literature is replete with the problem of increasing student attrition rates at institutions of higher education (Angelino, Williams, & Natvig, 2007; Bean, 1980; Brawer, 1996; Hagedorn, 2006; Lau, 2003; Seidman, 2005; Tinto, 2006). Most Americans agree that college and university level studies are necessary for material prosperity and social advancement (Kramer, 2007; Lagemann & Lewis, 2012; Valentine et al., 2011). Delbanco (2012) states, "For many…students, college means the anxious pursuit of marketable skills" (para. 24). However, researchers, practitioners, and higher education administrators are concerned that the attainment of such an advantage is spiraling out of reach for many due to voluntary and involuntary departures (Archibald & Feldman, 2011; Paulsen & St. John, 2002). The seminal query of this study asks what institutions of higher education are doing to effectively retain these students.

A number of educational theorists have advanced various models of persistence and strategies for retention (Astin, 1977; Bean, 1980, 1983; Spady, 1971; Tinto, 1975, 1993). Numerous others have written about and/or conducted research on retention (Braxton, 2000; Cook & Rushton, 2009; DeBerard, Spielmans, & Julka, 2004; Educational Policy Institute, 2004: Harper & Quaye, 2009; Moxley, Dumbrigue, & Najor-Durack, 2001; Pascarella & Terrenzini, 1979, 1991, 2005; Tinto, 1993). A search

of college and university websites reveal functional units with missions statements and programs devoted to decreasing attrition and increasing retention rates. The following review is an examination of literature pertinent to retention and the inquiry of this study.

Academic Advising

The purpose of this section of the literature review is to provide an overview of scholarly works published on academic advising and its role in student retention as an effective strategy in institutional efforts to enhance academic success for all college students. An overview of the literature on appreciative advising with references to the concept of reciprocity is also presented.

According to Hauser and Bailey (2011) in a report from the U.S. Department of Education National Center for Education Statistics (NCES), the projected total fall enrollment in all degree-granting institutions—full, part-time, public, private, 4 and 2 year—for 2009 would reach more than 19 million students; of this number nearly 17 million were projected to be undergraduates. Yet, of the 14.5 million enrolled in the 2003 cohort of a 6 year graduation rate forecast, with 2.5 million being first-time freshman, only 2.4 million were projected to receive an associate's or bachelor's degree. Although the National Center for Educational Statistics indicates an increase in enrollment and degrees earned, it recognizes the deficiency in overall retention statistics, errors in data collection, and limitations in projection methodologies. Additionally, a diversity of documented and undocumented factors influence attainment rates and degree completion. Consequently, there is a still an astonishing gap from enrollment to completion (Kelly & Schneider, 2012; Titus, 2006).

One institutional response to the degree completion dilemma emanates from the field of academic advising. The advantages of competently counseling students in course and program selection are inversely proportional to the lack of academic achievement and to the increase in attrition (Habley & Bloom, 2007). Academic advising may be the only actual opportunity in which all students on a college campus have to encounter an agent of the institution whose expressed concern is their overall success (Habley, Valiga, McClanahan, & Burkum, 2010; Hunter & White, 2004; Truschel, 2008). Light (2001) posits, "Good advising may be the single most underestimated characteristic of a successful college experience" (p. 81). It is not a complex argument that effective academic advising enhances academic success in college; nor is it difficult to comprehend its correlation to retention and graduation (Campbell & Nutt, 2008; Habley & Bloom, 2007; Hunter & White, 2004; Lowe & Toney, 2000-2001). However, what is of concern and a source of debate is the most efficacious method for delivering students to the end goal of degree completion—particularly for low achievers (Bean 1993; Truschel, 2007).

Generally, most people assume academic advising means counseling students on course selection and scheduling concerns. However, many advocate for student success have navigated away from such a narrow interpretation (Kuh et al., 2005; NACADA, 2006). In the early 1970s a movement began to redefine and expand the definition of academic advising to include a more holistic approach to life and career goals (Church, 2005; Lowenstien, 1999, 2005). Freeman (2008) posits institutions must actively establish effective practices in their academic advising support services to impact student

learning and success. Advising must be inclusive and collaborative with clear definitions, goals, outcomes, and assessments designed to prepare students for lifelong learning. The commitment to student learning and success must be institutionalized. Helping students stay in school and on the path toward the achievement of their education and career goals is an intentional process (Campbell & Nutt, 2008).

Advising as Teaching

The National Academic Advising Association (NACADA) has embraced the notion that advising is teaching (http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Advising-as-teaching.htm). Crookston (1972), in his seminal article, introduced the expression *advising as teaching*. Yet, according to Lowenstein (2005), Crookston never acknowledged the similarities between the two nor discussed the relevance of the phrase. Lowenstein argues for expanding this definition of advising. He maintains the learner/ing-centered paradigm is more important than the generally referenced developmental paradigm. In a review of prescriptive, coaching, and development advising models, Lowenstein draws parallels between the role of the advisor and the role of the teacher suggesting that the exceptional advisor does for the entire curriculum what the exceptional teacher does for one course: both seek to enhance academic learning and student success.

Student Retention

Advising and retention are often discussed together in the literature (Gordon & Habley, 2000; Pascarella & Terrenzini, 1991, 2005; Tinto, 1993). Cruise (2002) acknowledges probationary students—those who earn below a 2.0 GPA on a 4.0

scale—as one demographic that experiences this alliance in practice. Gordon (1994) argues "academic advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution" (p. 431). According to Komives, Woodard, & Assocaites (2003), Vincent Tinto who "enjoys paradigmatic status among theoretical perspectives on college student departure" (p. 36), expressed that effective retention programs understand that at the very core of any successful institutional endeavor to decrease attrition and increase retention is academic advising.

Colleges and universities are implored to recognize that academic advising is not an inconsequential service, but serves as the personal connection for students to the college or university. Students often indicate this is important to their retention and overall success (Association of American Colleges and Universities, 2007; Bean, 1980; Bloom et al., 2008; Campbell & Nutt, 2008; Habley et al., 2010, Tinto, 1993). However, this portrayal of student retention and academic advising as the main variables in student success research is remiss without a broader perspective. Student academic success is directly correlated to institutional commitment to program leadership and financial resources. Without these, regardless of design, theory, or best practices, any program will fail (Paulsten & St. John, 2002; Schuh, 2005; Tinto, 1993). Promoting constructive development involves a diversity of considerations (Seidman, 2005).

Institutions dedicated to preventing undesirable academic outcomes focus on attrition prevention and retention strategies. Bradshaw, O'Brennan, and McNeely (2008) suggest five core competencies that promote success and school completion: (a) positive

sense of self, (b) self-control, (c) decision-making skills, (d) a moral system of belief, and (e) prosocial connectedness. The authors note that research on retention generally describes risk factors rather than factors that promote achievement.

Habley and Schuh (2007) call for a reexamination of the traditional institutional and policy implications of current intervention paradigms. They suggest redefining what is meant by student success. Considering changing student demographics and the often contemporary non-linear pathways to and through college, they insist institutions must expand their methods of intervening to retain students.

Angelino, Williams, and Natvig (2007) contribute to the retention literature by moving from considerations of traditional face-to-face classrooms to online classes. According to their research, enrollments in online courses are increasing. Attendance rates are 10-20 % higher for distance learners when compared to traditional course delivery models. Arguing that student engagement is the key to reducing attrition, they contend that universities are challenged to find and implement retention strategies that halt the negative economic impacts of student withdrawal and deleterious perceptions of institutional quality. Angelino et al. recommend that strategies such as a learner-centered approach, learning communities, and online student services be offered with rationales as a means to meet the challenge.

Saunders (2003) advocates institutionalizing retention efforts utilizing appreciative inquiry (AI). AI is a theory of organizational change developed by Cooperrider and Srivastava (1987) that concentrates on successes, instead of failures. This method of intervention, Saunders argues, meets the challenge of increasing positive

perceptions of the institution and building consensus around a shared vision. Saunders contends her research demonstrated appreciative inquiry's support of the possibilities for new behaviors.

Kamphoff, Hutson, Amundsen, and Atwood (2007) developed a programmatic approach to retention with institutional support employing Copperrider and Srivastava's (1987) appreciative inquiry (AI) infused with Glasser's (1990, 1998) reality therapy and choice theory, Bandura's (1986) social cognitive theory, and Covey's (1989) personal success model. Their research found that many college students on academic probation disengage and fail due to poor academic preparedness, life situations, and/or college "fit." They assert that successful intervention programs incorporate both group work in a classroom and individual advising consultations. The theoretical framework for this retention program included personal responsibility, positive affirmations, goal setting/life planning, and self-management. The implementation of this motivational and empowerment model in a mandatory program garnered increased retention rates each successive semester. Program developers assert its adaptability to any institution with similar characteristics is especially hopeful in reducing attrition.

Valentine et al. (2011) present a systematic review and meta-analysis of retention programs. The theoretical frameworks in their study cover college choice and student persistence drawing from the fields of economics, sociology, organizational development, and psychology. In their search for relevant literature "publication bias" was noted as possibly affecting results when only peer-reviewed work is considered. Based on the selected studies, two categories are discussed: (a) those that measured academic

achievement outcomes and (b) those that measured persistence outcomes. Although the overall findings suggest comprehensive interventions may positively affect grades and persistence, the authors' stress that more research is needed to study which components of the program are most effective.

Braxton and Hirschy (2005) advocate a multi-theoretical approach to increasing retention. They assert a single theory is not applicable to all student demographics or institutional diversity. The literature suggests it is important that institutions of higher education and those units devoted to student affairs have knowledge of successful retention initiatives, strategies, and programs (Angelino et al., 2007; Habley et al., 2010). In consideration of the need for a comprehensive, innovative, institutionalized, and holistic retention intervention strategy that promotes student success and school completion, the calculated and intentional practice of appreciative advising was developed (Habley & Bloom, 2007; He, Hutson, & Bloom, 2010; Hutson, 2006; Hutson & Bloom, 2007).

Conceptual Framework

The conceptual framework in qualitative research is a gathering of ideas, assumptions, expectations, theories, and themes employing an inductive approach where one concept builds on another (Lichtman, 2010; Maxwell, 2005). It is a visual model focusing on themes and relationships of the phenomena to be studied. It clarifies what information needs to be collected by providing a malleable, and possibly fallible, overview of the intended research study. Mertens (1998) suggests that "a researcher's original conceptual framework influences the planning and conducting of the literature

review" (p. 50). According to Maxwell (2005), it is "a *tentative* theory of the phenomena that you are investigating" (p. 33). The conceptual framework used in this research is depicted in Figure 2. It demonstrates how instructors as teachers and students as learners collaboratively progress from academic probation to academic retention.

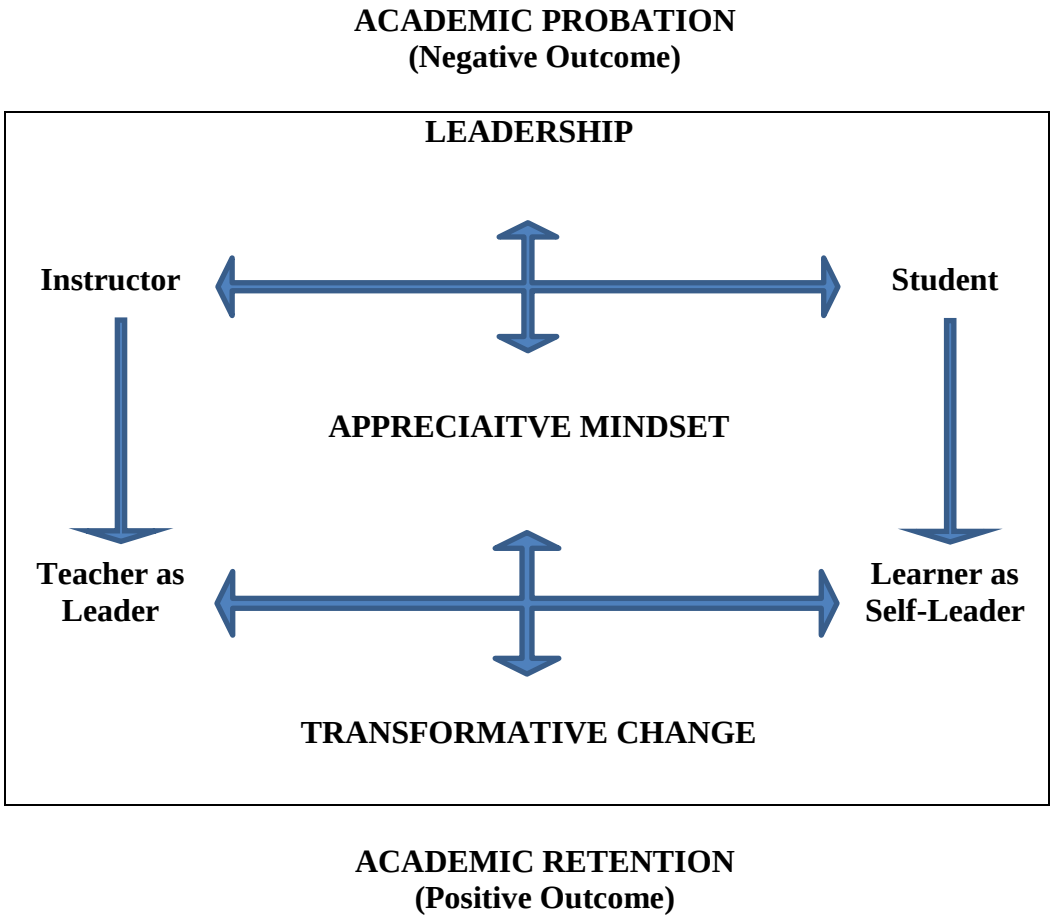


Figure 2. Conceptual Framework

This journey is vested in (a) the efficacy of instructor leadership and student self-leadership, (b) the reciprocity between instructor and student which is fundamental to an

appreciative mindset, and (c) the change inherent in the transformative processes of leading, learning, and teaching. As illustrated in this conceptual model, an appreciative mindset is central to encouraging instructors to embrace a leadership mindset. Instructors who embrace appreciative and leadership mindsets seek to encourage students to embrace self-leadership. An appreciative mindset seeks to inspire students, through instructor leadership, to acquire the transformation in attitudes and behaviors necessary to be academically and developmentally successful in the college experience. The desired positive outcomes are increased grade point average (GPA) and a return to academic good standing concluding in degree completion.

Academic Probation (Negative Outcome)

At most institutions of higher education, academic performance—measured by a student's grade point average (GPA), is the standard by which students are typically retained or dismissed. These standards are generally listed with the institution's regulations and policies. Those who experience successful academic achievement are rewarded by continued enrollment; those who suffer failure generally find themselves on academic probation or academically suspended from the university. When this occurs, both the student and university are challenged to find ways of returning the student to academic good standing. At the southeastern university cited in this study, students are offered in lieu of academic suspension, a chance to redeem their academic good standing by mandatory participation in a retention intervention program. In the classroom, the instructor enters into a reciprocal relationship with students guided by appreciative and leadership mindsets. The appreciative mindset innately acknowledges the theoretical

framework of appreciative advising in the teaching experience. This teaching strategy focuses on raising GPAs through concentrating on student strengths. Hutson (2011) offers an explanation:

> Appreciative advising is an approach in which the advisor focuses on a student's positive attributes and factors that support the student's success. It is [in] opposition to the more common approach in which an advisor works with a student to figure out the barriers to success and helps the student to develop plans to overcome those difficulties. Appreciative advising focuses on the talents and skills students already possess, and supports students in leveraging their strengths to overcome the challenges and grasp the opportunities they have in college. (para. 3)

Academic Retention (Positive Outcome)

Appreciative advising incorporates the strengths-based philosophy of appreciative inquiry and its foundational theories: positive psychology and the cognitive behaviorism of choice theory. Together, they are designed to encourage students to disengage from attitudes and behaviors that negatively impact motivation and performance (Bloom et al., 2008). In order for students on academic probation to embrace affirming attitudes and behavior commitment to change is essential (Bloom et al., 2008; Truschel, 2008). Leadership from the instructor and self-leadership from the student become instrumental to accomplishing this transformation. When the instructor-leader utilizing appreciative advising in the practice of transformational teaching the student-learner may be influenced to replaces academic failure with academic success and thus be retained.

Appreciative Advising

An aspect of this study is a focus on appreciative advising as a tool for transformational teaching in a retention intervention program. Whereas, there is sufficient literature on the importance of sound academic advising for effectively retaining undergraduate students (Abernathy & Engelland, 2001; Barbuto, Story, Fritz, & Schinstock, 2011; Gordon & Habley, 2000; Gordon, Habley, Grites, & Associates, 2008; Light, 2001, 2004), there is minimal attention in the literature on appreciative advising as a retention intervention strategy outside of its initial voice *The Mentor*, an online academic advising journal and the appreciative advising website, www.apreciativeadvising.net. Both sources reference articles on appreciative advising in their list of publications along with two seminal books: *The Appreciative Advising Revolution* (Bloom, Hutson, & He, 2008) and *Appreciative College Instruction: Becoming a Force for Positive Change in Student Success Course* (Bloom, Hutson, He, & Robinson, 2011). Additionally, the National Academic Advising Association (NACADA) offers a bibliography of appreciative advising publications. The purpose of this part of the literature review is to present scholarly knowledge on appreciative advising including the importance of reciprocity.

Theoretical Framework

Appreciative advising emerged from a network of advisors and scholars advocating for the incorporation of appreciative inquiry (AI)—with its theoretical underpinning in social constructivism (Watkins, Mohr, & Kelly, 2011)—into the practice of academic advising (Bloom, 2002; Bloom, Hutson, & He, 2008; He, Hutson, & Bloom,

2010). Appreciative inquiry is an organizational development method that seeks to engage all levels of an organization in its renewal, change, and improved performance (Cooperrider & Srivastva, 1987; Srivastva, Cooperrider, & Associates, 1990). It embraces four core principles contained in a cycle of experience: (a) discover—the identification of organizational processes that work well, (b) dream—the envisioning of processes that would work well in the future, (c) design—planning and prioritizing processes that would work well, and (d) destiny (or deliver)—the implementation of the proposed design (Bloom et al., 2008; Cooperrider & Srivastava, 1987; Cooperrider. Whitney, & Stavros, 2008). Similarly, appreciative advising incorporates a six stage model where advisors intentionally (a) disarm—build trust and rapport with students, (b) discover—uncover students' strengths and skills, (c) dream—encourage and be inspired by students' stories, (d) design—co-develop action plans with students, (e) deliver—support students' goals to make reality, and (f) don't settle—challenge low expectations for both student and instructors (Bloom et al., 2008; Truschel, 2008). The two adjuvant phases are: "disarm" which helps define in the beginning the potential in the relationship; and at the postern of the process, "don't settle" which guides both students and teachers toward striving for continuing success.

In addition to the social constructivist theoretical paradigm and fundamental grounding in appreciative inquiry, appreciative advising integrates into its framework various theories all derived from the field of psychology. These including the theory of motivation (Maslow, 1970); positive psychology (Peterson & Seligman, 1993; Seligman, 1990); choice theory and reality therapy (Glasser, 1990, 1998); self-worth theory

(Covington, 1984; Covington & Berry, 1976); social cognitive theory (Bandura, 1977, 1986, 1989), and models for personal success (Covey, 1989). Appreciative advising strives to engender hope and optimism in students resulting in heighted self-reflection and re-commitment to the goal of degree attainment; it seeks continuous self-improvement on the part of the instructor and student (Bloom et al., 2008; Truschel, 2008). Maintaining a focus on developing student strengths instead of concentrating on improving weaknesses became the basis for achieving real and sustained student success (Bloom & Martin, 2002).

It is the intent of this advising approach to allow students to give themselves permission to envision success, as goals are demystified and possibilities are seen as achievable. Bloom (2002), Bloom, Hutson, and He (2008), and He, Hutson, and Bloom (2010) suggest this framework invites students to analyze their capabilities and appreciate their strengths while learning strategies for improvement. Learning to prioritize goals and diminish distraction are correlated to commitment with the eventual reward of accomplishment is the theme which penetrates all the literature. Appreciative advising helps students *feel* success (Truschel, 2008). Students are encouraged and guided through self-reflection to acknowledge what they know about themselves that works and how this knowledge can contribute to their academic success (Bloom, Hutson, He, & Robinson, 2011).

Retention Strategies

The literature on enhancing student academic success reveals that this type of strategy contributes significantly to college and university retention rates by encouraging

in students a heightened sense of personal responsibility and self-efficacy necessary to ensure positive academic performance (Habley et al., 2010; Lowenstein, 1999; Truschel, 2008). Kramer et al. (2007) contend for students to experience academic and personal success there must exist an alignment between institutional support services and student expectations. Habley and Bloom (2007) argue that the environment must foster a student-centered culture for sustainable student development. Habley and Schuh (2007) explored the subject of retaining students through a reconsideration of the completion paradigm. They suggest, "Perhaps the time has come to revisit the retention paradigm and broaden it to shift the focus from institutional retention rates to student success rates" (p. 355).

According to Hall (2008), although the appreciative advising movement may still be in its infancy, some programs have had great success in using this model with low-performing students. This approach involves the systematic and consistent employment of appreciative inquiry to assist students in uncovering and building upon their strengths to achieve persistence and academic success. Hutson and Bloom (2007) report retention rates for those students in a mandatory program rose by approximately 18 percent Additionally, among students who participated in a voluntary program, "90% of the participants in the program were eligible to continue in the spring 2007 semester, and 58% earned term GPAs over 3.00" (Hutson & Bloom, 2007, p. 7).

Bloom, Hutson, He, and Robinson (2011) published an instructional guide for utilizing appreciative advising in a classroom-based student success course dedicated to "sustainable change in pedagogy" (p. 2). *Becoming a force for positive change* undergirds

the philosophical framework of this retention intervention program's appreciative mindset. Weaved throughout this coursework guide is an acknowledgement of the reciprocal nature of the student-instructor relationship.

Reciprocity.

Appreciative advising advances a reciprocal relationship (Bloom, Hutson, & Ye, 2008; Bloom, Hutson, Ye, & Robinson, 2011) by advocating an intentional relationship between academic advising and student success (Bloom et al., 2008). Bloom et al. (2008) maintain that student success is predicated on a reciprocal relationship that is a positive experience for both advisor and student. Bloom et al. (2011) offer a model for positively impacting the college learning experience by adapting an appreciative mindset rooted in positive psychology. Their work outlines the benefits to both the appreciative college instructor and student, highlighting the reciprocity inherent in the appreciative advising mindset.

Essential to the mindset is the expression "appreciative" which this researcher defines as *experiencing the reciprocity of gratitude while acknowledging the empowerment of positive achievement*. He, Hutson, and Bloom (2010) explain, "The term *appreciative* describes both the advisor and the student uncovering and valuing the strengths and passions that they have brought with them to the…relationship" (p. 135). According to Uhl-Bien, Maslyn and Ospina (2012), reciprocity is a relational effort. Hoskins (2010), states this relational aspect is especially true for the 21st century digitally ensconced world of the millennial student. In her article on the art of e-teaching, students outside of the traditional classroom and typical lecture presentation require a mutually

cooperative exchange for a successful learning experience. She stresses that developing reciprocity must be collaborative, all communication should flexible, and a sense of connectedness is paramount.

Smyth (2005) cites respect for diversity, reciprocity of learning, and reflection in the classroom as necessary strategies for effective teaching and creating a community of learners. The ability of the teacher to assume the position of learner is one of the most important contributions to effectively empower student learning (Killion & Harrison, 2006). Instructors with an appreciative mindset are charged by the nature of the assignment to create a classroom culture that honors self-empowerment. The appreciative advising framework and its implementation as a retention intervention strategy, serve as an example of an intentional model. Piper and Mills (2007) acknowledge the applicability of models that intentionally facilitate student success is not limited to the student's journey in achieving self-leadership, but can guide personnel who put students at the center of learning to share in the process by enhancing their own self-reliance. Promoting self-learning is a reciprocal experience. Concrete, achievable goals are stressed with students accepting responsibility for implementation and completion.

Challenging students to be "the best they can be" is the heart and soul of the appreciative advising framework. Appreciative advising advances courage as a value worth possessing. Through self-advocacy and self-leadership students are encouraged to negotiate their existence with confidence. All of these efforts are designed to assist academic success programs and serve as a catalyst for effective institutional retention. Teachers who are leaders are engaged in the process of holistic guidance whereby the

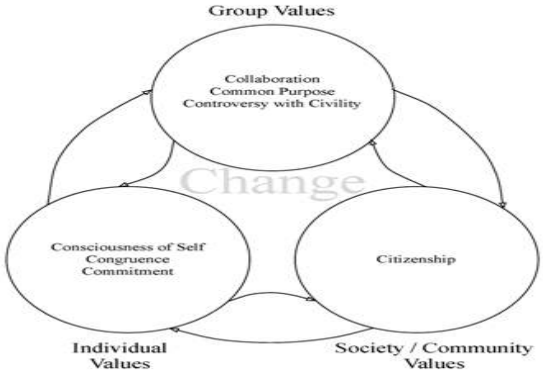
whole student completes the process as a naturally expected outcome (Bloom, Hutson, & Ye, 2008; Bloom, Hutson, Ye, & Robinson, 2011).

Leadership

The purpose of this section of the literature review is to explore leadership with its relational, instructional, and transformative characteristics. Student self-leadership and the concept of self-authorship are specifically highlighted in this section. Burns (1978), a noted scholar on leadership theories is often quoted as saying, "Leadership is one of the most observe yet least understood phenomena on earth" (p. 2). Day and Antonakis (2012) compiled a handbook with both quantitative and qualitative studies on the nature of leadership. What this volume of leadership literature ascertains is there is no concept or paradigm which can comprehensively answer the question: What is leadership? According to Day and Antonakis (2012) leadership is situational, contextual, and evolutionary. Ericksen (2007) and Northouse (2007) disagree and offer prescribed, concretized definitions of leadership placing boundaries on its meaning, while still recognizing ambiguities. However, Day and Antonakis posit that definitions are often devised to validate and explain specific skills and traits necessary to the practice of leadership as understood by the definers.

Historically, leadership was teamed with organizational management and later migrated to "postindustrial conceptualizations" (Dugan & Komives, 2010, p. 525). Organizational leadership theories eventually became applicable in educational contexts yet offered the same ambiguities. Dugan and Komives (2010) assert the struggle to find a common meaning critically affects a common practice. In higher education, excluding

professional and teacher development, leadership discourse is mainly concentrated in student leadership development (Komives, Dugan, Owen, Slack, Wagner, & Associates, 2011; Komives, Lucas, & McMahon, 2007). Rosch and Kusel (2010) call for a nationwide, multi-institutional consensus on student leadership development arguing that the "ambiguities surrounding the leadership construct…fuels the confusion…which can lead to inconsistencies when instructing and guiding students" (p. 30) in the practice of leadership. Kezar, Carducci, and Contreras-McGavin (2006) maintain that the social change model of leadership development has recently gain momentum on college campuses touting socially responsibility as the definitional response to leadership (see Figure 3).



The 7Cs for Change

The individual dimension consists of the values: consciousness of self, congruence, and commitment. The group dimensions consist of the values: common purpose, collaboration, and controversy with civility. Finally, the societal/community dimension consists of the value of citizenship. All of the values contribute to the ultimate goal of change. (*http://socialchangemodel.ning.com/)*

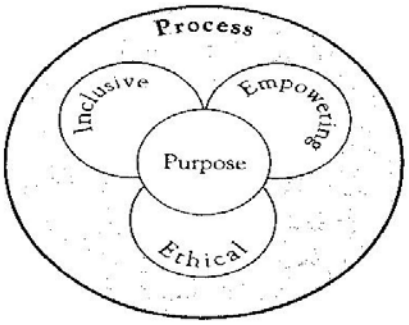
Figure 3. Social Change Model of Student Development

Komives et al. (2011) compiled a comprehensive retrospect of college student leadership development theories, programs, and practices while promoting advances in 21st century evidence-based leadership education. The literature acknowledges the

complexity and diversity in contemporary program design, content, and delivery concentrating on leadership in the curricular and co-curricular college experience, employment, and global citizenry. The authors fundamentally believe that leadership can be learned by any student, it is a developmental and relational process, and all design and assessment must be intentional.

Relational Leadership

Leadership is relational (Cunliffe, 2001; Komives et al., 2011; Komives et al., 2007; Uhl-Bien et al., 2012). The relational school of leadership is based on leaders and their followers possessing implicit trust and mutual respect (Day & Antononakis, 2012). Komives et al. (2007) appeal to student leaders to consider leadership not as a singular, top-down action, but "a relational and ethical process of people together attempting to accomplish positive change" (p. ix). The authors promote critical reflection and self-awareness asking students to recognize their own frames of relational intersectionalities. The Relational Leadership Model (RLM) is presented as the foundation of leadership and necessary for those who desire to make a difference in a changing world (see Figure 4).



(Komives, Lucas, & McMahon,p. 75)

Figure 4. Relational Leadership Model

Uhl-Bien et al. (2012) insist that satisfying interpersonal relationships encourages happiness in people and that this human behavior is often underestimated, underdeveloped, and/or misunderstood, especially with regard to leadership. Most of the research literature is on workplace relationships and is limiting as it generally utilizes a postpositive framework focusing mainly on individualistic ontologies and epistemologies. They insist employing a constructivist framework, where humans are viewed in socially/culturally constructed interactions and relational contexts, processes, and practices would broaden perspectives. In providing a multi-theory lens to relational leadership both orientations are discussed, and according to the authors, both are needed to advance the research agenda of relational leadership. They argue that the relational movement in leadership diffuses unidirectional or leader-follower reciprocity and encourages leadership wherever it occurs.

Komives et al. (2007) affirm, "Relationships are the key to leadership effectiveness" (p. 32) and "transforming leadership is that both leaders and followers raise each other to higher ethical aspirations and conduct" (p. 54). This speaks to the reciprocity inherent in appreciative advising. The appreciative mindset compliments relational and transformational leadership by integrating proactive communication and positive change into its structure (Bloom et al., 2008, He et al., 2010). Teachers work as advocates on behalf of the students in ways that benefit their academic standing. In this relational leadership role, the capability to influence positive change in the attitudes and behaviors of the students on academic probation requires "courage, commitment,

initiative, motivation, caring, a sense of humor and humility" [Higher Education Research Institute, (1996) as cited in Komives et al., 2007, p. 354].

Transformational Leadership

Bass and Riggio (2006) approach leadership as a transformational process different from transactional leadership which emphasizes exchange rather than positive change. Various theoretical precepts are explored along with an analysis of the quantitative research on correlates, predictors, and measurements of effectiveness. Central to this work are the real-life stories and lived experiences of transformational leaders in multiple contexts. Co-authored by Bass, the scholar who introduced the concept, there is an authenticity and validity credited to the literature. Although citing military and business application of this leadership model, this very detailed work argues for universality. Issues around commitment, loyalty, performance, satisfaction, involvement, empowerment, gender, and stress are examined. Bass (1990) adds, "Transforming leadership results in mutual stimulation and elevation 'that converts followers into leaders and may convert leaders into moral agents.' If the follower's higher-level needs are authentic, more leadership occurs" (p. 23). He continues, "The transformational leader asks followers to…consider their longer-term needs to develop themselves, rather than their needs of the moment; and to become more aware of what is really important. Hence, followers are converted into leaders" (p. 53).

Instructional Leadership

At institutions of higher education, the discourse on instructional leadership is generally found in educational leadership (Yacapsin, 2006) and teacher education

programs (Glickman, Gordon, & Ross-Gordon, 2001). Much of the literature is written by those who are examining the roles of school supervisors and administrators in K-12 environments (Blase & Blase, 2004). Definitions of instructional/instructor leadership vary, but the core attribute most referenced is the ability to effectively empower learning (Katzenmeyer & Moller, 2001) and signifies those actions taken to promote growth in student learning (Blase & Blase, 2000, 2004). Included in the current dialogue on student learning is the advancement of instructional leadership—the teacher as leader.

The Institute for Educational Leaders (2001) issued a report by the Task Force on Teacher Leadership and published its outcomes on initiatives for the 21st century titled, *Leadership for Student Learning: Redefining the Teacher as Leader*. Although the focus was primarily on public k-12, the findings resonate well within institutions of higher education. According to the report, creating leaders within the teaching ranks was challenged by traditional school cultures that defined the role of the teacher in leadership as belonging only in administration, teacher activism, and union movements. Although the literature on the teacher as leader did not veer much outside these parameters, it is acknowledged that the move from vertical to horizontal hierarchies creates more democratic school cultures. Additionally, the report states the concept of the teacher as leader became "about mobilizing the…attributes of teachers to strengthen student performance at ground level…." (Institute for Educational Leaders, 2001, p. 4-5).

Teacher leadership thus became seen as "one of the most powerful determinants of student achievement—more influential…than poverty, race, or the educational attainment of parents" (Institute for Educational Leaders, 2001, p. 6). Though the report

continues in a debate on respect for the teacher as a professional, and issues of shared responsibility outside of the classroom in shaping policy and contributing to management, the discussion of teacher leadership concludes that schools of education at institutions of higher education are not adequately training teachers in leadership and professional development, and therefore not developing a modern worker who is self-guided and independent. The report suggests that teachers' take ownership for their qualification and credibility as leaders. The National Council for Accreditation of Teacher Education (NCATE) is cited as doing much through its standards to promote instructional leadership.

Farr (2012) presents another "teaching as leadership" framework, less rhetorical and more practical, suggesting six pillars of leadership and twenty-eight key teacher actions both contributing to dramatic student achievement. As a member of *Teach for America*, he equates under-privileged education as deprivation of liberty. Drawing on lessons shared by highly effective teachers, this book serves as a guide for those who embrace teaching as leadership. Foundational to the framework is (a) to set big goals, (b) invest in students and their families, (c) plan purposefully, (d) execute effectively, (e) increase effectiveness, and (f) work relentlessly. It is an inspirational portrayal of dedication to equity in education by challenging educators to be leaders in making a difference.

Mangin and Stoelinga (2008) contribute to the literature by advancing the notion of using research to inform and reform. It is not written as a how to guide, but rather a "thinking" book. The "book explores instructional capacity building through the

examination of nonsupervisory, school-based, instructional leadership roles" (p. 7). Multiple data sets, various theoretical and research paradigms, and diverse contexts are presented in this edited work. These studies emphasize and establish a primal connection between effective instructional leadership and successful student learning.

Self-leadership

Dungan and Komives (2010) suggest that the literature exploring the effect of higher education on college student self-leadership is minimal. Much of the literature on self-leadership is derived from organization and management concerns but is applicable in educational contexts. Leadership is defined as a process of influence over others and self-leadership is defined as the process of influencing oneself to actualize self-direction and self-motivation in the performance of positive outcomes (Manz, 1986; Manz & Sims, 1989; Manz & Neck, 2004). Manz and Neck (2004) metaphorically likens the mastery of self-leadership—empowering yourself for personal excellence—to a journey with emphasis on determination and perseverance. It is powered by focusing on desirable behaviors, performance gratification, and constructive thought patterns. They also imply that self-leadership is foundational for all leadership asking: If you cannot lead yourself then how can you lead others? Manz's (1986) seminal work on self-leadership expanded an organizational theory of self-influence past mere self-management to emphasizing the intentional and purposeful leadership of self. This includes the motivation intrinsic to the internal self-control system needed to influence self-regulated behavior. He believed this perspective would enhance individual performance. Prussia, Anderson, and Manz (1998)

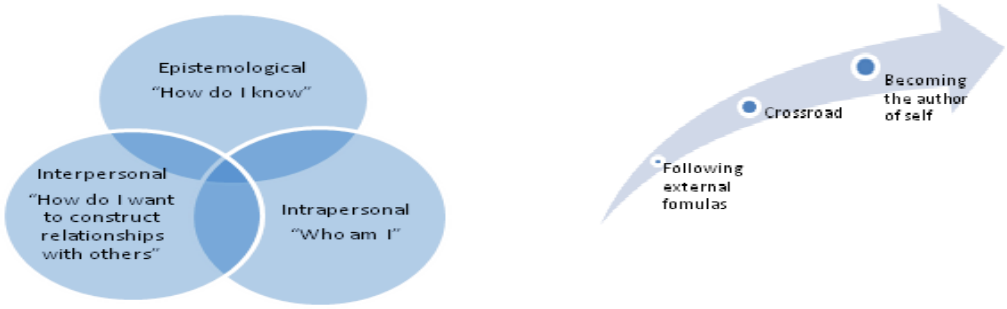
found that effective self-leadership skills and self-efficacy perceptions had a mediating influence on performance.

Ericksen (2007) and Manz and Neck (2004) posit that personal leadership involves self-reflection to increase self-awareness and self-directed learning which requires inner-directedness and self-motivation. All are needed to put self-leadership into practice (Manz & Neck, 2004). Ultimately, Manz and Neck argue, "It is the ability and willingness of students to take control and responsibility for their learning that determines the potential for self-direction" (p. 274). Self-directed learning enhances personal leadership knowledge and effectively prepares students to become lifelong learners able to meet future leadership challenges (Bennis, 2003; Candy, 1991; Ericksen, 2007).

Self-Authorship.

There are expectations from several segments of society that the college experience prepares young adults to assume personal responsibility for their actions. Recent literature has moved the discussion to consider the students' responsibility in conducting their own learning (Baxter Magolda & King, 2004). Introduced by Kegan (1982, 1994), a term currently in vogue to define this self-directed, self-learner, self-leadership process is self-authorship. He asserts self-authorship is necessary for students to function in this rapidly evolving, competitively demanding, and highly complex world. According to Baxter Magolda, self-authorship is "the capacity to internally define a coherent belief system and identity that coordinates engagement in mutual relations with the larger world" (as cited in Baxter Magolda & King, 2004, p. xxii).

Baxter Magolda identified three intertwined dimensions of self-authorship based on individual experiences which answer epistemological, interpersonal, and intrapersonal questions regarding the self. Additionally, there are four non-linear phases in self-authorship: movement from attention to external voices, navigating crossroads, becoming the author of one's life, to developing the inner voice foundational for making meaning (see Figure 5).

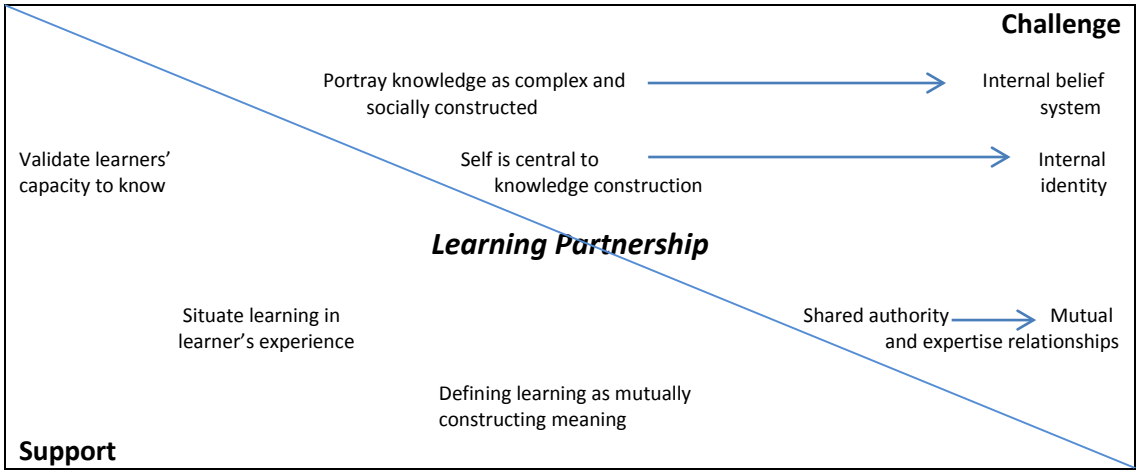


http://collegestudentdeveltheory.blogspot.com/2010/10/baxter-magoldas-theory-of-self.html

Figure 5. Movement towards Becoming the Author of Self

Emerging from the research of Marcia Baxter Magolda's 17-year longitudinal study on young adult learning and development, Baxter Magolda and King (2004) introduce the Learning Partnerships Model (LPM) to explain how college students become aware of their own learning and construction of knowledge. This theory defines learning as accepting the role personal beliefs have in shaping one's perspectives and the synergetic interchange of perspectives with others in creating their reality and their position within that reality. The Learning Partnerships Model supports self-authorship by guiding learners to accept their capacity to mutually construct knowledge and by empowering their autonomy in the process. The three core assumptions of the LPM that

challenge students' dependence on authority and three core principles to be used in educational practice that support the development of self-authorship are illustrated in Figure 6.



(based on Baxter Magolda & King, 2004, p. 41)

Figure 6. Learning Partnerships Model

The LPM is a rejection of authority-dependent learning and a validation of self-learning as a means to compose ones' own reality. These researchers endorse self-authorship as a central goal for higher education in the preparation of socially responsible citizens and are congruent with many institutional mission statements. They suggest self-authorship is a holistic and transformational educational practice

Baxter Magolda (1999) advances in her research constructive-developmental pedagogy: the need for it, the forms it assumes, the inherent problems, and the promise of contexts in which it can be implemented. Her intended audience is primarily college faculty who desire to bridge the gap between educators and students by linking college student intellectual development to teaching. She asserts that educators who create

environments in which students achieve self-authorship, that is learning to validate their own construction of knowledge, enrich the teaching-learning relationship. Constructive-developmentalism is the theoretical basis of creating such contexts. Educators who understand the ways students make meaning of their experiences and their epistemological development can advance pedagogies that promote self-leadership.

Piper and Mills (2007) support self-authorship by encouraging faculty and staff to implement intentionality when guiding students through the college experience. They suggest Baxter Magolda and King's (2004) Learning Partnerships Model (LPM) as a transformative tool to navigate through external epistemological, intrapersonal, and interpersonal dependencies to achieving self-reliance. They believe that the principles of self-authorship: (a) validating learners' capacity to know, (b) situating learning in the learners' experience, and (c) mutually constructing meaning through the sharing of experiences promote successful learning.

Erickson's (2007) mixed-methods research study of how older adult learners (ages 59-79) construct and re-construct knowledge from their experiences as they become peer instructors is a reflection on the autonomy of self-authorship and the use of varying meaning-making epistemologies. The theoretical framework of the research is a melding of Kegan's (1994, 2000) theory of lifespan development and Mezirow's (1997, 2000) transformational learning theory, both in relation to the theoretical perspectives of developmental constructivism. The findings contrast how the socialized-self and the self-authorized-self evolve as evidence of transformational learning, dependent on levels and limits of individual understanding. Erickson contends that "conceptualizing

transformational learning as developmentally constructed" (p. 78) will assist educators in meeting the learner where they are and foster meaning-making compatible with transformational learning.

Transformative Processes

The purpose of this section of the literature review is to examine the transformative nature of learning, teaching, and leadership. The literature on transformational processes proceeds from organizational and managerial considerations yet resonates in the field of education. These studies often followed the transactional versus transformational discourse (Andonakis, 2012). A core tenet of all transformational process is change whether personal, organizational, society, globally; many share the view that even development, whether over time or with age, is change (Merriam, 2004). Therefore, this suggests that change is fundamental.

Transformational Learning

Mezirow (1991) introduced the concept of transformative learning in 1981 as "a constructivist theory of adult learning" (p. 31). He argued development is the essence of transformational learning; the outcome is positive growth and the intentionality is independent thinking (Merriam, Cafarella, & Baumgartner, 2007; Mezirow, 1991). The theory may be understood as:

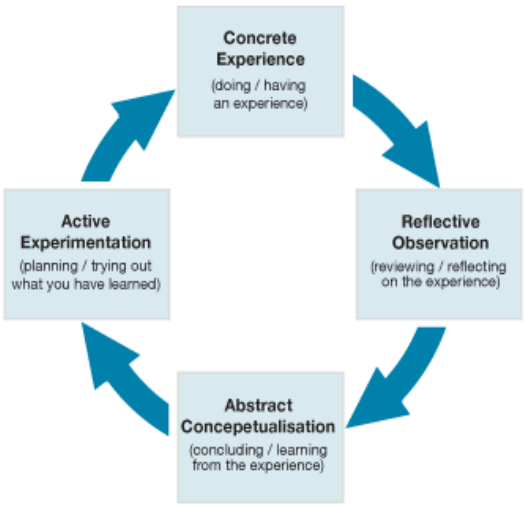
> The epistemology of how adults learn to reason for themselves—advance and assess reasons for making a judgment—rather than act on the assimilated beliefs, values, feelings, and judgments of other. Transformative learning may be defined as *learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change.* Frames with these characteristic are more like to generate beliefs and opinions

> that will prove more true and justified to guide action. (Mezirow, Taylor, & Associates, 2009, pp. 22-23)

Transformational learning is presented as a cycle having 10 phases that anticipates the process of change: (a) experiencing a disorientating dilemma, paradox, enigma or anomaly; (b) feelings of fear, anger, guilt, or shame; (c) questioning one's assumptions; (d) recognizing the need for personal transformation; (e) exploring new roles, relationships and actions; (f) planning a course of action; (g) acquiring new knowledge and skills; (i) provisional trying of new roles; (j) building confidence in new roles and relationships; and (k) a re-integration of a new perspective into one's life. This learning theory is cited by many researcher in the field (Erickson, 2007; Glisczinski 2007; Merriam, 2004; Taylor, 2000; Taylor, Fischer, & Taylor, 2009).

Glisczinski (2007) asserts that 35 percent of college students who critically reflect on troubling experiences (on campus, in resident halls, classrooms, etc.) reported a deeper understanding that contributed to a heightened awareness and consequently transformative learning. He hypothesizes that colleges and universities who make critical reflective discourse an intentional tenet of their pedagogy will transform higher education beyond conventional cultural capital standards, to developing the human capital enrolled at their institutions. This would neutralize what he terms, “a poverty of understanding” (p. 317) which is due to a lack of empathetic perspectives, knowledge constructed from pro-active self-centered learning, and higher education’s reinforcement of hegemonic curricular frameworks that nurture instrumental learning (Mezirow, 2000). Additionally, he states that these perspective transformations (attitude and behavior change) allow

students to actualize institutional mission statements. Herber (1998) condensed the theory to include only four cycles (a) disorienting dilemmas/trigger events, (b) critical reflection, (c) rational dialogue, and (d) committed action (Glisczinkski, 2007). This is similar to Kolb's (1984) experiential learning cycle presented in Figure 7.



https://content.ncetm.org.uk/courses/tenhourmodules/post16/steps.htm

Figure 7. Experiential Learning Cycle

Baumgartner (2001) discusses several philosophical approaches to transformational learning including how it is being fostered in the classroom and developments in Mezirow's theory since the 1998 First National Conference on Transformational Learning. She identifies four approaches valuable to understanding transformational learning. First is the cognitive-rational approach advanced by Mezirow (1991, 2000) that shares Freire's (1970) constructivist leaning and notion that adult education should be empowering. Second are the affective, emotional, and social contexts in which learning occurs. Third is the developmental approach, and fourth is the

spiritual approach which underscores the extra-rational in transformative learning. Citing Taylor's (2000) empirical research, developments in the theory are: (a) once thought to be a linear process, now is seen as individualistic and recursive; (b) instead of a single disorienting event experiences are cumulative; and finally, (c) experiences may be rational, but they are also relational.

Cognitive Development.

In order for transformational learning to occur, Merriam (2004) argues that a mature level of cognitive functioning must first exist. Citing various studies on adult cognitive development, Merriam posits that most adults do not function at this level which may be dependent on age and education (Chickering & Reisser, 1993; Kegan, 1994; Mezirow, 1991). Although Mezirow's (2000) theory establishes a link between development and learning, what is challenged is the level of cognitive development necessary to engage in critical reflection and rational discourse with advanced meaning-making to construct and re-construct knowledge. So the question raised is how might transformational learning occur for those with insufficient life experiences and/or underdeveloped capacities? Or those with class, gender, and cultural biases toward who is educated? The question is not answered, but a suggestion is proposed that would redefine and expand transformational learning to include "more connected, affective, and intuitive dimensions on an equal footing with cognitive and rational components" (Merriam, p. 67).

Mezirow's (2004) responds to Merriam's (2004) questions on the level of cognitive capacity necessary to engage in transformational learning by stating that he too

had many of the same questions. However, Mezirow defines development in adulthood as learning—"movement through phases of meaning becoming clarified" (p. 69). His full response defends critical reflection and rational discourse (dialectical judgment) as possibly biased by culture, ideology, politics, religion, economics, and power. Therefore, the challenge he declares for all adult educators interested in transformative learning is "to help these adults acquire the insight, ability and disposition to realize this potential in their lives" (p. 69).

Emotional Intelligence.

Taylor (2000, 2007) agrees with Mezirow's transformative learning theory, where adults make meaning and learn from their experiences through cognitive processes. However, along with Megerian and Sosik (1996), he contends that the theory undervalues the essential role of emotional processes in determining affect and motivation to learn. Taylor, Fischer, and Taylor (2009) describe the implications for designing a curriculum based on transformational learning (Mezirow, 1991) with an emphasis on emotional intelligence (Taylor, 2007). The purpose of their relational/comparison study was to investigate the relevance of emotional processing skills—dependent on gender, culture, personality, and age—and the emotional aspect of transformative learning via emotional intelligence. The finding indicates that when emotional intelligence is considered in the creation of a curriculum based on transformational learning theory, gender considerations are important. Although individual differences exist, restrictive cultural gender stereotyping must be addressed allowing the possibility of increased expression. The

researchers' states the study may give educators another lens though which learning opportunities for students may be increase and improved.

After being criticized for ignoring the emotional aspects of learning, Mezirow (2000) conceded their significance (Baumgartner, 2001). Even in Mezirow's (2004) answer to Merriam's (2004) diatribe on cognitive capacity, he capitulates to the "crucially important roles and relationships of affective, intuitive, and imaginative dimension of the process" (p. 69).

Validity of Transformative Learning.

Newman (2012) raises another more complicated question that concerns the validity of transformative learning. His study suggests that it may not exist as an "identifiable phenomenon" (p. 36). The "change" believed characteristic for transformative learning to occur he argues is just good learning. Newman's study is replete with examples supporting his argument that there are flaws in the literature. He refutes the transformative learning experts including Mezirow by attacking the original research conducted during the early feminist 1970s which equated the process to emancipation (Mezirow, 1991). Additionally, he uses changes in their latter works to support his hypothesis. The oppositional discussion continues by stating their numerous narratives provide evidence of good educational practice, not a metamorphosis which ironically can only be verified by the learner's self-assessment. Although he questions the transformative nature of learning, he does maintain that change is imbued in the definition of learning.

Teaching.

Mezirow, Taylor, and Associates (2009) acknowledge the practice of transformational learning and its application in numerous settings, including higher education, workplace education, community education, and social change education. According to the authors, transformational learning is:

> An approach to teaching based on promoting change, where educators challenge learners to critically question and assess the integrity of their deeply held assumptions about how they relate to the world around them. (p. xi)

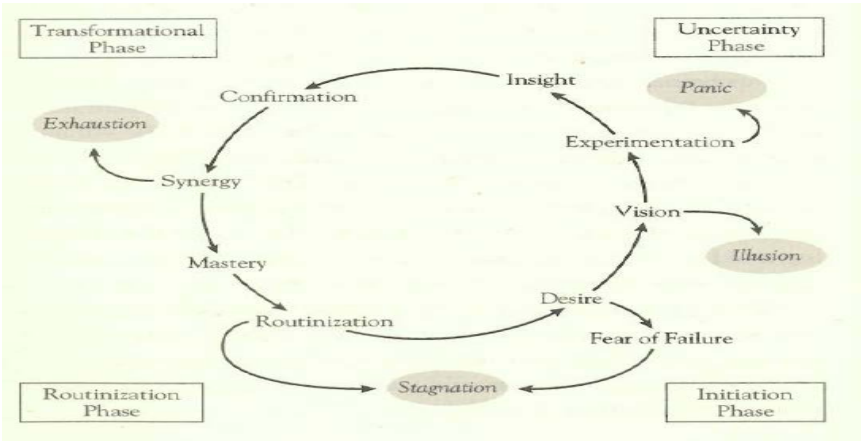
The book is driven by research questions with one central concern: How do educators foster transformational learning? How does one move from the ideals to the realities of practice? The book is a diverse collection of resources from conference proceedings, journal articles, and other publications on topics more instrumental than theoretical. The final chapter suggests a reflexive process whereby the editors and contributors analyze what worked and determine what is still needed. One challenge voiced is the need for increased research on learner-centered teaching in the practice of fostering transformational learning.

Transformational Teaching

Transformational teaching emanates from transformational learning theory. It is an approach to teaching which integrates knowledge learned in course content with personal experiences as a means for creating positive life-long changes in students' lives. It is active, not passive, learning (Bonwell & Eison, 1991). The learning experience is

more exploratory, engaged, and experiential. In the practice of transformational teaching, teachers are conceptualized as leaders and agents of change (Daloz, 1999).

Robert Quinn is acknowledged as the guru of transformational teaching. In the first of his change trilogies, *Deep Change: Discovering the Leader Within*, Quinn (1996) describes the transformational cycle of change in a systems context where continual growth, expansion, and change must occur to maintain wellbeing. When this does not occur, a system contracts and can decay or die. He details four traps that derail transformation: (a) illusion, (b) panic, (c) exhaustion, and (d) stagnation (see Figure 8).



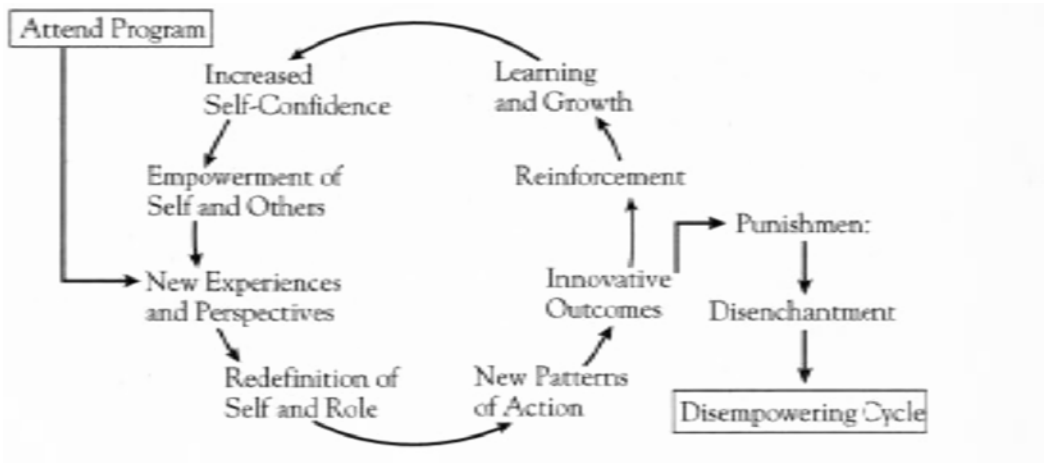
(Quinn, 1996, p. 168)

Figure 8. Transformational Cycle

In her interview with Quinn, Anding (2005) reflects on his theory that transformational teaching is the natural consequence and fundamental state of leadership. She asks, "What does it mean for a teacher to call ordinary students to embrace their own greatness?" Quinn answered that it mattered not whether it is teacher or leaner–centric. Transformational teaching is not a technical process, but the basic capacity to be the

expression of who you are—one's fundamental state of being. This is what creates extraordinary teachers who lead ordinary students to seek their own greatness.

Quinn (1996) posits in order to have high impact one must let go of control, embrace personal accountability, and seek deep change within oneself. One must feel empowered (see Figure 9).



(Quinn, 1996, p. 139)

Figure 9. Cycle of Empowerment

This allows transformation in you and those whom you influence by reducing hypocrisy and increasing integrity. In a culminating statement, Quinn said, "in an empowering environment, people are more likely to choose to empower themselves" (Anding, 2005, p. 491). He continues, "You cannot empower people by telling them they are empowered. It is a choice they make. What you can do is create a context in which they are more likely to make the choice" (p. 491). To be transformed you must transcend.

Cranton (2002) espoused there is no one method or teaching strategy for transformational teaching, but maintains that in teaching for transformation an

environment which fosters critical reflection is crucial. While referencing Mezirow's (1991) transformative learning theory, she mentions Habermas's (1971) knowledge constructs: (a) instrumental (cause and effect); (b) communicative (understanding of self and others), and (c) emancipatory (critical self- awareness) as additional goals in transformational teaching. This process is not necessarily linear. While it can be progressive and developmental, it is also punctuated by starts and stops, twists and turns, all endemic of reflecting thinking. She identifies seven factors which support learning environments that stimulate transformation by challenging personal beliefs, assumptions, and perspectives. These are (a) creating an activating event, (b) articulating assumptions, (c) critical self-reflection, (d) openness to alternative viewpoints, (e) engaging in discourse, (f) revising assumptions and perspective, and (g) acting on revisions. Her conclusion is that you cannot teach transformation; however, you can provide opportunities for a transformative experience—"in the end, it is the student who chooses to transform" (p. 71).

Berk (2009) argues that teaching the current millennial, generation Y, digital native, or net generation involves learner-centered teaching. His research is a synthesis of 10 major national and international surveys of this generation as an offering of general guidelines for teaching strategies based on characteristics used in defining the generation. Several experts are cited expressing concern at the possible homogenizing and stereotyping of this demographic. In response, Beck offers the term Net Generation as more inclusive recognizing the influence of the internet on all these students. Based on the literature in his research, he presents 20 common learner characteristics with possible

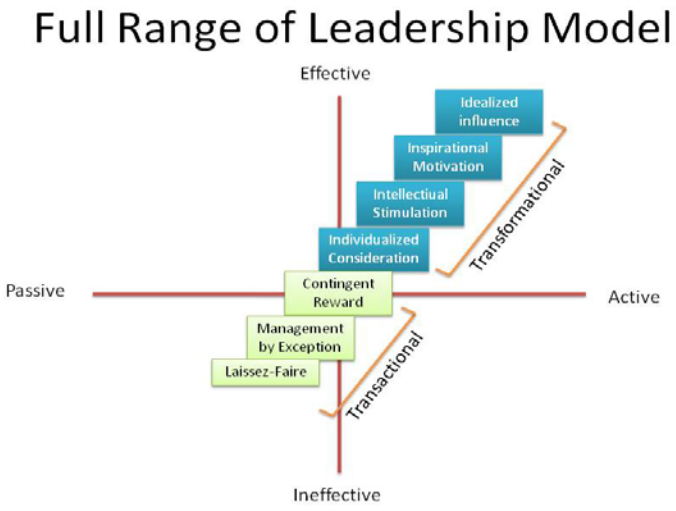
outliers teachers can use in evaluating their own teaching style. Besides the obvious technology markers, other typical characteristics of the Net Generation are: (a) they operate at "twitch speed," (b) learn by inductive discovery, (c) trial and error, (d) are multitaskers, (e) have short attention spans, (f) communicate visually, (g) crave social face-to-face interactions, (h) are emotionally open, (i) embrace diversity and multiculturalism, (j) prefer teamwork and collaboration, (k) strive for lifestyle fit, (l) feels pressure to succeed, (m) constantly seeks feedback, (n) thrives on instant gratification, (o) responds quickly and expects rapid responses, and (p) prefers to typing to handwriting. An inventory of teaching strategies is matched with each characteristic to help teachers connect this generation with the intended outcome of heightened academic success. Berk also emphasizes it is important to recognize the student's strengths and learning style.

Lonabocker and Wager (2007) agree that current, traditional age students have a different perspective than older staff, faculty, and administrators; therefore, a new approach to the delivery of student services is necessary for student success. Technology is not something that the Net Generation has to learn, it is part of their existence. The authors suggests institutions use technology as a transformational tool to create integrated, collaborative, responsive, and student-centered delivery systems to meet the expectations of its Net Generation students.

Transformational Leadership

Theories on transformational leadership usually reference Burn's (1978) transactional leadership theory and/or Bass' (1985) transformational leadership with the usual debates on their cross-purposes and individual merits. Transactional leadership

describes an exchange relationship between leader and followers, while transformational leadership is measured in terms of the leader's effect on followers. Bass and Avolio's (1997) research on Full Range of Leadership Model (FRL) is one of the most studied theory in all the leadership paradigms (see Figure 10).



(http://imadeputrawan.files.wordpress.com/2011/04/slide2.jpg)

Figure 10. Full Range of Leadership Model

Harms and Crede (2010) evaluated claims in their meta-analysis, that emotional intelligence is significantly related to transformational leadership and other components of the FRL model. Using the Multifactor Leadership Questionnaire they found a moderately strong correlation. However, Antonakis and House (2002) state concerns regarding their use of their Multifactor Leadership Questionnaire (MLQ) as an effective and valid measure for developing a comprehensive leadership theory.

Bono and Judge (2003) examined the motivational effects of transformational leaders by observing the attitudes and behaviors of their followers. Their study found a small, but positive link between the motivational influence of transformational leaders and their followers' self-concordance with greater job satisfaction and engagement with their work. Recognizing this linkage, they believe will allow for better training program designs due to autonomous motivation.

Barbuto's (2005) study examined the relationships between leaders' motivation and their use of charismatic transactional and/or transformational leadership. Charismatic leaders generally engender admiration and trust in followers by providing inspiration and positive encouragement. They found external motivation related to transactional behaviors while internal motivation correlated to transformational behaviors. Antonakis (2012) also maintains that transformational leaders are charismatic leaders and that this leadership approach is a principal precept of leadership theory. The implications for practice are related to leadership formation and development.

Megerian and Sosik (1996) examine the relationship between emotional engagement and leadership behavior by espousing the theoretic concerns of emotional intelligence and transformational/charismatic leadership. They ask: "What emotional skills must leaders possess to achieve the highest levels of organizational results in the new millennium? How can future leaders passionately inspire their followers to perform beyond expectations?" (p. 32). When they compared the five specific components of emotional intelligence (self-awareness, emotional management, self-motivation, empathy, and relationship management) to the four behavioral components integral to

transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) they found a positive relationship. This study advances several practical implications for promoting the interpersonal skills of leadership effectiveness such as dealing with diversity and coordinating group efforts.

Gooty, Gavin, Johnson, Frazier, and Snow (2009) tested followers' perceptions of transformation leadership and its effect on their positive psychological capital—an individual's motivation and persistence toward goals. Using structural equation modeling, they empirically established a relationship particularly in terms of behavior and performance.

Bass and Riggio's (2006) reviewed more than 20 years of theory and research from military, business, and organization models, to education, the private sector, and issues of social change. The basic assumptions are (a) for leadership to be transformational it must be virtuous and ethical (authentic vs. inauthentic); (b) it is more charismatic (House, 1977) than transactional (Burns, 1978); (c) it is not hierarchal, but can be executed at any level; (d) leaders listen to, motivate, influence, and empower followers; (e) committed followers exceed conventional expectations achieving extraordinary results; (f) transformational leadership can be taught and learned; and (g) it can be predicted (research reviewed) and measured using the Multifactor Leadership Questionnaire (MLQ). The Full Range Leadership model (FRL) explores these concepts. They argue that for leadership in today's world to be effective, it must be transformational, it must be about change. Komives et al. (2007) state:

> Transformational leaders also are value-driven. They have a core set of values that are consistent with their actions. There are several ways in which a leader can inspire others to higher levels…through influence and through modeling behaviors that become the standards for others to follow. (p. 196)

Conclusion

The majority of evidence in the literature confirms that degree completion is important. Degree completion is significant for students who receive personal and societal benefits, for higher education institutions that receive a positive reputation related to quality, and for governmental entities that profit from an educated workforce and lowered rates of unemployment. With certainty, the majority of the literature reviewed concluded that student retention initiatives implemented through purposeful delivery systems enhance program completion and degree attainment. All retention efforts clearly acknowledge the value of academic advising to the academic and developmental success of students. A review the literature on this topic provides higher education administrators, student academic and affairs services, academic advising personnel, retention program instructors, and student participants with knowledge of the possible positive outcomes for those who engage in retention intervention strategies based on the appreciative advising framework.

Although research has focused on the influence of appreciative advising in university contexts on student self-efficacy and academic achievement (Hutson, 2006); its impact on the advising practices and job satisfaction of academic advisors (Howell, 2010); and its impact on community college transfers students (Shirley, 2012), there is no current research to suggest how appreciative advising affects instructors in retention

intervention programs, nor how these instructors perceive their role in that teaching experience. With regards to leadership in the classroom, there is no research either in journals or books that directly couch teachers as leaders in college retention intervention programs. However, literature on the correlation between teacher quality/effectiveness and retaining students is rich (Astin, 1977, 1993; Braxton, 2000; Chickering & Gamson, 1987; Cross, 1999; Ericksen, 1984; King, 2003; Kinzie, 2005; Kuh, Kinzie, Schuh, & Whitt, 2005; Lotkowski, Robbins, & Noeth, 2004; Pascarella & Terenzini, 1979, 1991, 2005; Tinto, 1993; Wilson, 2004). The sparseness and inadequacy of even closely related works on teachers as leaders in college retention intervention programs convinced the researcher that the literature is incomplete on this topic. An exploration of this consociation is relevant in the quest to discover innovative strategies to decrease student attrition and increase student retention. The practice of appreciative advising was developed to meet the challenge of increasing attrition rates at institutions of higher education through a calculated and intentional retention intervention program.

The literature reviewed also makes several contributions to the scholarship on the proactive relationship between instructor leadership in retention intervention programs and at-risk students. If instructors conceive of their teaching role, not only as imparting knowledge for academic success, but identify as a leader who may influence positive change in student attitudes and behaviors, then success instead of failure may be a significant outcomes. This outcome would be increased retention and lowered attrition, with an increase in the removal of students from academic probation and establishment of good academic standing. If students embrace being responsible for their own learning

through self-leadership, they can change their own attitudes and behaviors. If instructors engage in purposeful communication and employ intentional teaching strategies, they can provide opportunities for students to succeed. In this context, a teacher becomes a leader. As leaders, instructors can create transformational learning experiences that seek to influence change in the attitudes and behaviors of their students away from negative proclivities toward positive academic and developmental outcomes. This is a relational and transformational function which empowers self-leadership, an exemplar of self-empowerment. As educational leaders, the researcher believes those who engage students in learning have that responsibility. Leadership as a transformational function can be more dynamic with intended outcomes beyond the transfer of knowledge and development of academic talent. Within the classroom, transformational teaching should excite authenticity, energize significance, and inspire exceptional performance.

This study on leading, learning, and teaching is vital and worth researching as the intended audience of retention intervention programs are instructors, advisors, coordinators, specialist, and administrators who may learn something that will help mitigate the problem of student attrition at colleges and universities by adding to their knowledge, understanding, and practice. Although, the literature on appreciative advising and its effects of student academic success has been relatively infrequent in scholarly journals, what evidence is available supports its implementation.

CHAPTER III

METHODOLOGY

Introduction

This purpose of this study was to explore the perceptions of classroom instructors and how they describe their teaching experiences in a retention intervention program at a public university in the southeastern part of the United States. Specifically, how these classroom instructors developed identities as instructional leaders, experienced teaching as leading, and sought to encourage self-leadership in their students. Additionally, the researcher desired to know how these instructors utilized an appreciative mindset in their aspiration to facilitate transformational learning in their students.

In this chapter, the study's research design, setting, and participants are presented along with the role of the researcher. Additionally, procedures used for data collection and analyses are discussed. Finally, matters pertaining to trustworthiness and credibility, benefits and risks, and ethical considerations are addressed. There are two primary research questions which guide this study:

1. How does this teaching experience help instructors develop an identity as leader?
2. How does appreciative advising help instructors experience teaching as leading?

Research Design

The urgency in higher education to find effective solutions to undergraduate student attrition produced several statistical models of persistence and retention strategies

based on quantitative evidence (Astin, 1977, 1993; Bean, 1980, 1983; Tinto, 1975, 1993). However, a movement emerged among researchers, especially those in education, to present an alternative qualitative perspective (Creswell, 1998; 2003, 2005; Merriam, 2009; Piantanida & Garman, 2009; Scott & Morrison, 2007; Strauss & Corbin, 1998). According to Creswell (2003):

> A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., multiple meanings of individual experiences, meaning socially and historically constructed, with the intent of developing a theory or pattern) or advocacy/participatory perspective (i.e., political, issue-oriented, collaborative, or change-oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded-theory studies, or case studies. The researcher collects open-ended emerging data with the primary intent of developing themes from the data. (p. 18)

This research study focused on the perceptions of classroom instructors describing their teaching experiences. Analyzing the meaning people confer on their own attitudes and behavior is justified in educational research by the use of the qualitative methodological approach (Courtney, Babchuk, & Jha, 1994; Creswell, 1998).

For this study, the researcher chose the interpretivist qualitative research design. Stake (1995), agreeing with Erickson (1986), remarks "the most distinctive characteristic of qualitative inquiry is its emphasis on interpretation" (p. 8). This research type anticipates the educational researcher giving meaning to the perceived experiences of the research participants (Briggs & Coleman, 2007; Scott & Morrison, 2007). This approach assumes that reality is socially constructed with multiple realities (Briggs & Coleman, 2007; Denizin & Lincoln, 2003; Merriam, 2009; Scott & Morrison,

2007; Stake, 1995). The researcher desired to explore these realities and asked the participants to reflect on and describe their attitudes and behaviors in the teaching experience. Then, the researcher interpreted individually and collectively those descriptions to understand how the instructors made sense of the world they engaged. Schram (2006) contends:

> As an interpretivist researcher, your aim is to understand this complex and constructed reality from the point of view of those who live it. Necessarily, then you are focused on particular people, in particular places, at particular times—situating people's meanings and constructs within and amid specific social, political, cultural, economic, ethnic, and other contextual factors. Interpretivists operate from the belief that all constructs are equally important and valid. (pp. 44-45)

A qualitative methodology that supports the interpretative design is the case study (Denizin & Lincoln, 2003; Stake, 1995; Yin, 2009). Stake (1995) argues, "the cases of interest in education…are people and programs" (p. 1). Therefore, the research method chosen for this study is a case study. Flyvbjerg (2011) posits "the advantage of the case study is that it can 'close in' on real-life situations and test views directly in relation to phenomena as they unfold in practice" (p. 309). The case in this study is the retention intervention program. Stake (1995) further defines a case study as an exploration of a "bounded system" (p. 119-120). Flyvberg (2011) explains a case study as an exploration of a bounded system when an individual unit to be studied is bounded by time, place, and context. The "bounded system" in this study was composed of eleven instructors who taught in a retention intervention program at a public university in the southeastern part of the United States. This approach allowed the

researcher to explore, through analyses and interpretation of the participants' answers to semi-structured interview questions, how they perceived their teaching experience. In this study, the researcher employed the instrumental case study to advance a general understanding of the instructors' perspectives. This method assisted in gaining insights to better answer the research questions.

Research Setting

The setting for this study was a retention intervention program administered through the office of student academic affairs at a public university in the southeastern United States. It was purposefully selected because the instructors at this institution were engaged in a specific teaching experience the researcher desired to study. Maxwell (2005) suggests "particular settings, persons and activities are selected deliberately in order to provide information that can't be gotten as well from other choices" (p. 88). This program was established to assist undergraduate students on academic probation. The classrooms are situated throughout the campus; for online students web sections are available. The researcher chose this setting as it offered an optimal opportunity for the study of a specific retention intervention strategy with a theoretical framework based on appreciative advising.

Research Participants

Participates were recruited from a population of 64 past and current classroom instructors in a retention intervention program. Participation was totally voluntary and in accordance with Institutional Review Board (IRB) regulations and no incentive for participation was offered. A total of six instructors participated in a pilot study and a

total of eleven instructors participated in the research study. Participants were between the ages of 25-55 and all were English-speaking. There was no attempt to gather socio-demographic data from the participants as the program administrators and staff believed this would contribute to an infringement of confidentiality. Furthermore, several instructors requested anonymity. Therefore, in order to provide an additional safeguard, all participants chose pseudonyms.

Sampling

Purposeful sampling was used as the data extracted from these participants was particularly relevant to the research problem: an increase in student attrition rates at institutions of higher education. The instructors in this retention intervention program possessed the necessary experiences and insights pertinent to the research topic and questions. Creswell (2003) asserts that sampling within the interpretive paradigm is mostly purposeful and greatly assists in understanding the research.

Recruitment

The potential participants for this study were only accessible through the university's office of student academic affairs. Several meetings were held with staff and administrators creating a hierarchy of access. Although cooperation from these formal gatekeepers was necessary, it did involve several delays in the proposed timeline. Once access was granted, the procedure for making contact was established.

Participant recruitment was conducted primarily through the Internet and involved two phases. A recruitment letter was sent to current and past instructors regarding the proposed study and the researcher's contact information (Appendix C). Unfortunately,

one fourth were returned due to delivery failure. The letter stated that if an instructor was interested in voluntarily participating in the study they were to contact the researcher for more information and schedule an orientation meeting. The first recruitment phase solicited participants who would be part of a pilot study. Six interviewees were engaged. The pilot study was designed to delete those interview questions deemed to provide no data of significance to the study. Several weeks after the pilot study, the second recruitment phase was initiated. This effort solicited participants who would answer the revised list of interview questions. Response was slow to the second effort; therefore, the researcher was provided an opportunity to recruit additional participants face-to-face toward the end of the 2011 fall semester. The previously prepared oral script was used. Eventually, the number of participants necessary to complete the study was secured. The second recruitment phase yielded eleven participants. There were no recruitment material besides the Email letter and the oral script.

Pilot Study

Prior to the research study, a pilot study were conducted. The purpose of the pilot study was to assist the researcher in narrowing the scope of the interview questions to more adequately reflect the research questions. Furthermore, it allowed the researcher to rehearse the interview protocol. Seidman (2006) warns, "The complexities of the interviewing relationship deserve exploration before the researchers plunge headlong into the thick of their projects" (p. 38). Maxwell (2005) agrees with Seidman (2006) who states:

> They [the researchers] will come to grips with some of the practical aspects of establishing access, making contacts, and conducting the interview. The pilot can alert them to elements of their own interview techniques that support the objectives of the study and to those that detract from those objectives. After completing the pilot, researchers can step back, reflect on their experience, discuss it with their doctoral committee, and revise their research approach based on what they have learned from their pilot experiences. (p. 39)

The pilot study entailed two separate online chat interviews with respondents answering 26 semi-structured open-ended questions in the first interview session and sixteen in the second (Appendix D). The responses helped the researcher: (a) define the specific information desired in relation to the research questions, (b) reduce the number of interview questions, and (c) make the time allotted for the interviews realistic and manageable. The interview questions were decreased to twelve for the first online interview of the research study, but increased to fourteen for the second interview. The additional two questions emerged in response to the researcher's need for specific information not previously considered (Appendix E).

Orientation Meetings

The orientation meetings for the research study's participants were held dependent on their response to the Email recruitment letter. Some orientations were held during the same weeks that some interviews were occurring. This was due to the recruitment being spread over a couple of months. At the time of an instructor's response to recruitment, the researcher replied via Email stating appreciation for their voluntary participation and asking for a face-to-face meeting. The purpose of the meeting was to explain the policies and procedure of the study, to answer any questions or concerns, and

to schedule the online interviews. The researcher used a pre-written script (Appendix F). The meetings were held on-campus, in a private environment provided by the researcher. This was designed to provide added anonymity for participants. These individual meetings averaged approximately one hour and were scheduled in consideration of the participants' availability to meet.

At these meetings much of the time was spent establishing rapport and trust between the researcher and participant. The researcher made several notations on the conversations as they transpired. Participants were advised of the time commitment involved. It was pointed out that at the end of the first interview, the researcher would provide an electronic copy of the Appreciative Advising Inventory and Guide (Appendix G) for review. This was to assist participants in understanding questions posed during the second interview. Each participant was asked to choose their own pseudonym as a further privacy safeguard. At the conclusion of the meetings, participants were asked to sign and date a consent form that was approved by the university's Institutional Review Board (IRB) (Appendix H).

Time Commitment

Participants were asked to commit to a minimum of three hours. This entailed one hour for the orientation meeting and two hours for the online interviews (one hour each). However, no participant held the researcher to these time restraints. When the need arose, there were follow-up interviews lasting approximately a half-hour. This occurred when more time was requested by participants to respond to or revisit specific

interview questions, or their personal schedules conflicted and the interview was shortened and rescheduled.

Role of Researcher

Researcher Subjectivity

Qualitative research involves every aspect of who the researcher is and what the researcher believes. The researcher is the tool for data collection and ultimately responsible for interpretation and analysis (Lichtman, 2010: Merriam, 2009, Mertens, 1998). Although objectivity is mandated in quantitative research, qualitative research implies the role of self as integral to all aspects of the research process. Therefore, qualitative research acknowledges and is tolerant of the implications of researcher subjectivity (Briggs & Coleman, 2007; Denizin & Lincoln, 2003; Lichtman, 2010; Stake, 1995; Strauss & Corbin, 1998). As a researcher, I am aware of potential biases and the need for reflexivity. Lichtman (2010) defines reflexivity as "a researcher's capacity to reflect on his or her own values/role both during and after the research that honors and respects the site and the people being studied" (p. 246). Also, in alignment with insights provided by McMillan & Schumacher (2001), I submitted to critical self-examinations of my role during the entire course of the research process. Although an active participant in a retention intervention program, I was careful during the face-to-face orientation and online interviews not to infuse my ideas and perceptions within the conversation dutifully reflecting on the consequence of researcher bias and subjectivity.

Context of Study for Researcher

During the application process to doctoral programs, I discovered my research interests included student success. At the university where I was employed, I witnessed for nearly a decade how students in an academic environment negotiated their identities based on peer, family, and faculty/staff relationships. These negotiated identities influenced their successes and/or failures (O'Brien, Mars, & Eccleston, 2011; Oyserman, Bybee, & Terry, 2006; Steele, 1997; Swann, 1987).

As a doctoral student, I began to explore strategies aimed at increasing retention and degree completion. An opportunity arose to serve as an instructor in a retention intervention program and I began teaching a course with a prescribed curriculum founded on strategies immersed in positive psychology (Maslow, 1970, Seligman, 2002) and appreciative advising (Bloom, Hutson, & He, 2008). Intrigued with the theoretical framework of appreciative advising and personal knowledge of Appreciative Inquiry, I became conscious of my role in guiding and affecting the attitudes and behaviors of students on a transformational level. I began to wonder if other instructors perceived of themselves as agents of change and what that might mean to them.

Reflection led me to ponder what characteristic, trait, and/or behavior was necessary for instructors to engage students in processes that would guide them toward more successful academic and developmental outcomes. How could I and others give meaning to our relationship with students? I pondered several possibilities and wondered if it might be leadership? In the search for a contextual meaning, I found a quote from Peter Drucker (1974) who described it seamlessly:

> Leadership is not magnetic personality/that can just as well be a glib tongue. It is not making friends and influencing people/that is flattery. Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations. (p. 370)

It was then I decided to concentrate my research on how instructors in retention intervention programs utilize appreciative advising as a strategy for change. However, my data revealed that the majority of instructors were unfamiliar with the concept of appreciative advising, yet innately possessed an appreciative mindset. Eventually, I recast my research to consider how leading, learning, and teaching were perceived as transformative processes by the classroom instructors—specifically through the lens of an appreciative mindset.

Data Collection Procedures

In this study, four types of data were collected: (a) responses to two separate individual online interviews with each participant/interviewee, and (b) field notes taken during the orientation meetings and interviews. However, the primary sources of data were the interviews. Due to the concerns of the office of student academic affairs regarding student confidentiality, classroom observations were not allowed. Also, due to requests by several instructors for anonymity, focus groups were not conducted. Field notes were limited to researcher memos made during the orientation meetings and the interviews.

Data Collection Terms

Online interviews: consist of collecting open-ended data through semi-structured interviews for individuals using the technology of the Internet.

Email: a system for sending messages from one individual to another via telecommunication links between computers.

Instant Messaging (IM): a system for exchanging typed electronic messages instantly through the Internet using a shared software application on a personal computer.

Chat: participating with others through the Internet in a real-time conversation in a chat room by typing one's contributions to the topics under discussion on one's computer and reading others' typed contributions on one's screen.

Structured interviews: usually a set of question that are fixed and the interviewer will not waver from them. The responses might be in the form of short answers that are easily collected, or they might elicit longer, narrative-like answers that require retrospective qualitative analysis. (Bold, 2012, p. 95)

Semi-structured interviews usually have a set of questions that guide the interview rather that dictate its direction. Some core questions enable the interviewer to maintain focus, while allowing the flexibility to ask further questions to clarify points, raised by the interviewee. (Bold, 2012, p. 95)

Interviews

Data was collected primarily by means of interviews. According to Seidman (2006), the "interview is both a research methodology and a social relationship…. [and these] individual interviewing relationships exist in a social context" (p. 95). He also points out, "the interview structure is cumulative. One interview establishes the context for the next" (p. 81). According to Bold (2012) "some analysis and interpretation begins as the interview progresses, with the interviewer making decisions about the content and

nature of the interview on its progress" (p. 95). Merriam (2009) agrees, positing that data collection and analysis are "simultaneous processes" (p. 169). Crewswell (2005), Kvale (1996), and Mertens (1998), also agree. However, Seildman (2006) and Bold (2012) argue that data collection and analysis do not overlap and that time exists between the two processes. The researcher asserts that both are correct in that it can be contextual.

The interviews were administered online rather than face-to-face. Participants had the option of selecting the location in which they wished to respond to the interview questions. This provided a natural, relaxed, self-choice setting (Denzin & Lincoln, 2000). The online interviews were conducted in real-time with both the interviewer and interviewee at personal computers communicating mainly through their Email's Instant Messaging (IM)/Chat. According to Seidman (2006), "Email has become a prominent component of the contact process" (p. 47). The interview sessions were scheduled to last one hour. The prearranged time allotment was acknowledged by several instructors as a factor in their decision to participate in the study. In order to keep to that prescribed time-frame, there was no conversation between a participant's responses to the interview questions except when a participant sought clarification of a question. There was no use of audio/video recording in this study.

The interviews began with the researcher contacting the participant through their Email's IM/Chat. One participant responded to the questions using their iPhone. Another participant experienced technical difficulty with the IM/Chat format and was forced to converse by other means. On two occasions the researcher found it necessary to contact the participants' either by calling their cell phone or connecting with them via

traditional Email. This occurred when a side note, under the chat box, indicated that the respondent was offline, when they were actually typing or engaged in thinking of their response. This was disconcerting and a possible limitation for utilizing this method of data collection. However, connecting by means of other readily available communication tools resolved the issue and restored the fluidity of the interviews.

The researcher chose this method of data collection for three reasons: (a) it is a contemporary and popular communication tool; (b) it allowed the interviewee more freedom to respond due to lack of assumptions drawn from interviewer non-verbal cues; and (c) there was no need for transcription contributing to a cleaner primary source for analysis. Interview data was collected and recorded through computer printouts of the IM/Chat conversations. Although data was not collected through traditional paper and pencil, the researcher believes the online interview results are the same. Lichtman (2010) embraces the conversational nature of this method stating that an online interview is "a technique of data collection in which the researcher 'talks' to informants online" (p. 245).

The researcher believes the interviews were authentic and provided insight into the participants' perspectives. According to Kvale (1996), the interview "is the lived world of the subjects and their relation to it" (p. 29). The collected data was valuable in helping the researcher seek answers to the research questions. Kvale postulates "the qualitative research interview is a construction site of knowledge. An interview is literally an *inter view*, an inter change of views between two persons conversing about a theme of mutual interest" (p. 2). Patton (as cited in Merriam, 2009) further explains:

> We interview people to find out from them those things we cannot directly observe…. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people question about those things. (p. 341)

Instant Messaging (IM)/Chat.

The interviews were conducted online by means of Instant Messaging (IM)/Chat. This method allowed instantaneous transmission of text-based communication between the interviewer and interviewee. Many people are adept at use using this technology as a means of communication. However, there are some concerns as expressed by Bold (2012):

> Online interviewing is not the same as face-to-face interviewing because you cannot share the same physical space, even though you might be able to see each other, and there is sometimes a short time-lapse in communication. The problem with interviewing without being able to see the individuals….is not being able to see facial expression and gesture, which support the understanding of meaning. (p. 117)

However, others believe online communication to be as productive (Bland, 2004).

Once the online chat commenced, the interviewer asked the series of interview questions, one-by-one, to which the interviewee responded. Wells (2011) proposes that interviews are first-person oral accounts of experiences that emanate from the speaking-self in relation to the audience to whom they are told. These real-time, bi-directional conversations were recorded and saved, providing the collected data to be later analyzed and interpreted.

Interview Protocol

The interviews were administered during the 2011 fall academic semester to 11 current and past instructors in a retention intervention program. All of the instructors volunteered to participate in the study. Rapport between the researcher and the participants was established prior to the interviews through recruitment correspondences and the orientation meetings. The interviews were conducted online via IM/Chat to allow for deeper concentration on the part of the interviewee with less distraction and interference from possible verbal/body language cues emanating from the interviewer. The online interview process disallowed for any errors in transcription, dismissed expenses related to travel, and reduced time commitments. No interviewee requested a face-to face meeting with the interviewer instead of the online interview process.

In lieu of missing focus group discussions and classroom observations the interview questions were constructed to discern through the participants' descriptive responses how they perceived their role in the teaching experience. The interview questions were open-ended and semi-structured to permit a more reflective interview and analysis process. There were two separate individual online interviews with each of the 11 participants. The interviews contained a total of 12 questions for the first interview and 14 for the second for a total of 26 questions. Each of the 22 interviews lasted approximately one hour each and produced a total of 286 responses. The first interview began with a grand tour question: "Tell me what teaching in a retention intervention program is like for you?" At the end of the first interview, interviewees were provided with an electronic copy of the Appreciative Advising Inventory (AAI) and Guide for

review prior to the second interview (http://www.appreciativeadvising.net/aa-inventory.html). The AAI is a self-report assessment tool for students which are administered twice during the program. The Guide charts the internal and external assets of the AAI providing instructors with questions to be used when in dialogue with students. Participants were asked to concentrate on the internal assets sections of the Guide.

Prior to the second interview, conducted two weeks following the initial interview, participants were reminded via traditional Email to review the Appreciative Advising Inventory and Guide. Several questions in the second set of interview questions were developed based on responses to the initial 12 interview questions. They were submitted as an amendment/modification to the IRB application. The grand tour question for the second interview was: "How do you believe the Appreciative Advising Inventory could be a more useful tool to you as an instructor?" A final question was asked which had nothing to do with the research questions, but served as a poll to solicit the participants' reactions to the use of their Emails' IM/Chat and the online interviews as a means of data collection.

Data Analysis Procedures

The purpose of qualitative data analysis is to make sense of the data collected by identifying and interpreting the connections, relationships, slippages, silences, and emergent themes (Creswell, 2003; Merriam, 2009; Lichtman, 2010). Wells (2011) found there to be different approaches to analyzing verbal data. One of these approaches is the constant comparative method. In this study, the participants' responses to the interview

questions were the data source for analysis and the constant comparative method was used to interpret that data. Merriam (2009) supports this method stating "the continuous comparative analysis of data analysis is widely used in all kinds of qualitative studies" (p. 31). [It must be noted that numerous authors commenting on qualitative data analysis use several terms interchangeably or the same term applied to different states of the analysis process. For the purpose of this research, the terms "constant" and "continuous" are used synonymously while coding, categories, patterns, and themes are used to express different aspects of the analysis].

The researcher followed the systematic process proposed by Creswell (2003): (a) data was organized and prepared for analysis, (b) a general impression of the overall meanings of the participants' responses was made by a reading of the data, (c) the information from these general impressions were divided and classified by categories then labeled with a term, (d) using the continuous comparative analysis process these larger categories were reduced to a number of smaller themes which were analyzed individually and collectively across the participant responses, (e) these themes are reported in the data analysis chapter through a discussion accompanied by several tables with descriptive information, and finally (f) in the data analysis section the researcher interpreted/made meaning of the data utilizing information garnered from the literature and the researcher's perspective. In the process of implementing these procedures, the researcher remained cognizant of Seidman (2006) warning and adjusted as necessary:

> In the reading, marking and labeling process it is important to keep labels tentative. Locking in categories too early can lead to dead ends…some of the

> categories will work out….some categories that seemed promising early in the process will die out…new ones may appear...other may remain in flux until almost until the end of the study. (p. 126)

Merriam (2009) agrees, "Your initial set of categories may undergo some revisions. This process of refining and revising actually continues through the writing up of your findings" (p. 182).

Constant Comparative Method

The researcher sought to answer the research questions by analyzing and interpreting the content of the verbal data emanating from the participants' responses to the interview questions. To accomplish this, the constant comparative method was utilized. According to Glaser (1995) there are four stages which comprise the constant [continuous] comparative method: "(1) comparing incidents application to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory" (p, 439). While generally associated with grounded theory, Merriam (2009) claims "the continuous comparative analysis of data analysis is widely used in all kinds of qualitative studies, whether or not the research is building a grounded theory" (p. 31). Although not establishing a theory, this method allowed the researcher a methodological frame by which to identify categories, patterns, and emergent themes.

Merten's (1998) acknowledges in qualitatively analyzing and interpreting the data the primary analytic process is comparison. From the beginning of the analysis, the units of meaning are continually refined and redefined building on similarities and differences. He suggests (a) reading all of the text as a cohesive whole, then through reflection

segment data into units of meaning, and (b) when no new information emerges from the data analysis, then the process can be halted. Merriam (2009) maintains "the construction of categories is highly inductive…but it is also systematic and informed by the study's purpose, the investigator's orientation and knowledge, and the meaning made explicit by the participants themselves" (pp. 183-84).

The first set of interview questions focused on the instructors' role identification, purpose of teaching, and understanding of leadership in the teaching experience. When the first series of interviews were completed, the researcher carefully read through the text using the constant comparative method to see what major categories emerged. These topics were used to compose several questions included in the second interview. The second set of interview questions focused on the instructors' knowledge and use of appreciative advising during the teaching experience; other questions sought to clarify any correlation between transformative teaching and leadership. At the completion of the second interview, the same constant comparative process was utilized. Throughout the process the researcher continuously compared and coded the patterns, categories, and themes which emerged. This continued even as the findings were being written due to a reconsideration of an interpretation.

Framework for Coding the Data

Each of the 26 interview questions was assigned a different color (excluding yellow and red), underlined, and placed in a word document in the order in which they were asked. At this point, all of the 11 participants' responses to the interview questions were individually copied, pasted, and color-coded to match the question it answered.

This produced the initial book of coding. There was no particular order assigned the pseudonymed participants in these combined responses to the individual questions. However, after the first question a sequence was established and followed throughout this phase of the analysis. When this was completed, each of the three research questions was placed in the document and color-coded red. Reflecting only on each interview question, the researcher identified which were more likely to contribute information relative to the research questions. Each of these individual interview questions with their accompanying 11 responses were transferred and assigned to one of the research questions based on the researchers understanding of a connection and/or relationship. During the course of the analysis, the flexibility of the constant comparable method allowed the researcher to move interview questions and responses as reinterpretations occurred.

Further reading of the verbal data led the researcher to identify and compare similar phrases, relationships, patterns, themes, distinct differences, and commonalities within the participants' responses. These selections of words, phrases, and/or complete sentences were bolded. When there were similarities among the 11 responses to a single question, they were also highlighted with a yellow marker; differences were underlined. If a participant's response contained a comment relative to another question, it was italicized, coded a different color within the response, and its association was put in parenthesis. Eventually, five major categories became evident. These categories were also color-coded red. The interview questions plus responses which reflected congruence were then transferred under these categorical headings which remained with the

overarching research questions. This procedure of constantly comparing the responses relative to the interview and research questions plus coding by use of bolding, color, underlining, or italicizing continued producing numerous sub-categories, and eventually several themes emerged. The findings of this study were an integration of this analysis and researcher interpretation.

Trustworthiness and Credibility

In qualitative research studies, trustworthiness and credibility are the criterion which parallel reliability and validity in quantitative data collection and analysis (Mertens, 1998). Analogous to reliability and validity, a consideration of the trustworthiness and believability of the data provides credibility to the results as they uncover a person's story about their beliefs, values, and assumptions (Merriam, 2009). However, it is not intended that this study be replicated. As a qualitative research methodology, replication does not lend itself to trustworthiness and credibility. Ultimately there is value in the stories of the participants. The researcher believes the interviews are authentic as the interviewees are reporting their teaching experience without coercion.

Due to the lack of extensive empirical evidence on the research topic, multiple data sources were not available to support the researcher's analysis and interpretation. However, member checking was incorporated in this study when the researcher conferred with two of the founding collaborators of appreciative advising as resources capable of providing guidance on the topic, and two nationally recognized scholars on leadership and advising. Additionally, due to the nature of Email's IM/Chat format, respondents

were able to validate the accuracy of their responses by reviewing their answers to the interview questions before submitting to the researcher for interpretation. This authenticated the data and maintained its trustworthiness by minimizing distortion in the researcher's interpretation. Triangulation was used in this inquiry study to increase the validity of the data and establish the credibility of the analysis. By combining the multiple perspectives found in the interviews, the public documents on appreciative advising, the researcher's filed notes, and the supplemental documents placed in appendices to provide a broader view of the research context and interview content this was achieved. This is a new study and the researcher's interpretation of the phenomenon adhered to the guidelines provided in the methods of data analysis. The researcher hopes to offer an innovative perspective and present a compelling strategy to combat student attrition.

Benefits and Risks

There were no costs, risks, payments, or direct benefits to individuals participating in this study. However, it was hoped that participant would experience, through self-reflection, an increased awareness of their possible role in the classroom as an instructor leader. There are several potential benefits to society when students are retained and graduate. It may lead to: (a) a more stable, capable, and productive workforce; (b) an informed, participatory, and tolerant citizenry; (c) increased intercultural and global communication; (d) advanced scientific literacy and technological adeptness; (e) broader capabilities and perspectives; and (f) heightened personal and social responsibility, to cite a few.

Ethical Considerations

The Institutional Review Board (IRB) established several principles of ethical behavior associated with research that involves human subjects and must be adhered to prior to conducting any research. This researcher submitted an application to the IRB which was approved (Appendix I). The IRB, by its acceptance of the application, indicated that the proposed research study is of minimal risk to participants. All information obtained in this study was strictly confidential. There was no need to honor any disclosure as required by law. All collected data was password protected and/or secured in a locked file cabinet on the university campus. Only the principal investigator and student researcher had access to collected research data and/or information. Upon conclusion of the study, successful defense of dissertation, and degree conferment all identified paper data, other than consent forms will be shredded and digital/electronic data erased. Consent forms will be kept for five years then disposed of.

Neither research site nor participants were identified or directly referenced by any information in the study. To safeguard privacy, confidentiality, and anonymity for participants pseudonyms were used, no group orientation meeting was held, nor focus groups conducted. Each instructor signed and dated a consent form giving permission to the researcher to conduct the research study using them as participants. These signatures were obtained at the individually scheduled orientation meetings. At that time they were provided a copy for their records. Participation was voluntary and participants could withdraw from study at any time without penalty.

Summary

The purpose of this study was to explore how classroom instructors in a retention intervention program develop identities as leaders, experience teaching as leading, and sought to facilitate self-leadership in their students. Specifically, how an appreciative mindset inspired transformational leadership, encouraged transformational teaching, and aspired to influence transformational learning. This inquiry project employed a qualitative interpretivist research methodology that utilized an instrumental case study design. There were 11 research participants who voluntarily participated in the study. The participants were classroom instructors recruited from a retention intervention program at a public university in the southeastern United States. Data was collected from 22 interviews consisting of mostly semi-structured, open-ended questions. A pilot study was conducted prior to the research study to determine which interview questions best supported the research questions. The researcher developed an interview protocol that advanced online "chat" as the method for administering the interviews.

Each of the interviews lasted approximate one hour. In order to abide by the time-constraints expressed by the interviewees, the interviewer did not stray from the protocol. Yet, the questions did reveal, "a richness and spontaneity of the intimate, unhurried conversational inquiry" (Melroy, 2002, p. 149). The nature of the online "chat" format excluded the need for transcription and the verbatim text was analyzed. There was no need to have the interviewees verify content or meaning. Program documents relevant to appreciative advising were incorporated into the interviews and subsequent analyses. In the progression of the analyses, the researcher interpreted the

participants responses to the interview questions from the perspectives of transformational learning, teaching, and leadership using continuous comparative analysis from which several themes emerged. Eventually, the emergent themes informed the research questions and guided the interpretation. Although an active participant in a similar retention intervention program, the researcher was careful during the face-to-face orientation and online interviews not to infuse personal ideas and perceptions within the conversation dutifully reflecting on the consequence of researcher bias and subjectivity.

> The stark reality of the retention and persistence-to-degree data is that despite the considerable energy the higher education community has expended in understand retention and degree completion, such understanding has not resulted in a concomitant improvement in student success in college. Perhaps the time has come to revisit the retention paradigm and broad it to shift the focus from institutional retention rates to student success rates. (Kramer, 2007, p. 357)

It is hoped that by expanding the research paradigm, those who make decisions on retention initiatives might include appreciative advising and instructor leadership as transformative tools in the learning process.

CHAPTER IV

DATA ANALYSIS

Introduction

The purpose of this study was to explore the perceptions of classroom instructors and how they described their teaching experiences in this retention intervention program. The researcher desired to know how these classroom instructors perceived their role, experienced instructional leadership, and sought to facilitate self-leadership in their students. Specifically, how an appreciative mindset inspired transformational leadership, encouraged transformational teaching, and aspired to influence transformational learning.

Utilizing a qualitative instrumental case study design, data were collected from the following sources: (a) responses to two separate individual online interviews with each participant, and (b) field notes taken during the individual orientation meetings and interviews. Based on the researcher assumptions regarding leading, learning, and teaching, the researcher applied an interpretivist research paradigm and the constant comparative method to analyze the data. In this chapter, a brief description of the participants is provided along with their teaching experiences. Additionally, the framework for interpreting the data is outlined as well as the major categories, subcategories, and emergent themes gleaned from the analysis. Finally, in recognition of

the participants' responses, and "in their own words," the results of this data analysis are presented based on the two primary research questions which guided the study:

1. How does this teaching experience help instructors develop an identity as leader?
2. How does appreciative advising help instructors experience teaching as leading?

Participants

There were eleven participants in this research study. Each participant selected a pseudonym of their choice identifying themselves as: Beto, Colin, Hope, Isabella, Jane, Jim, Kelley, Lathan, Phillipa, Sam, and Samoi. In keeping with the request for confidentiality and anonymity no particular demographic information for the participants was collected. The lack of this demographic information is not a significant limitation to the study. However, it can be stated that none of the participants were within the age range of the traditional undergraduate student. For the purpose of this study, contact between the researcher and participants occurred during the online interviews. Exceptions included the individual face-to-face orientation meetings, phone conversations, and/or email communications necessary to clarify data.

Framework for Interpreting Data

Using the conceptual framework as a guide, the researcher read the coded and formatted dataset in order to establish a framework for interpretation. The conceptual framework used in this research demonstrates how instructors and students in this intervention program collaboratively progress from academic probation to academic retention (see Figure 2). As illustrated in this conceptual framework, an appreciative mindset is central to encouraging instructors to embrace a leadership mindset. The

appreciative mindset, as practiced through instructional leadership, seeks to inspire students to acquire the transformation in attitudes and behaviors necessary to be successful in the college experience. This conceptual framework supports the alignment of interview questions and responses with the study's two research questions. In this study, the interview questions focused on the following topics: perceived role identification, (b) purposes for teaching, (c) understanding of leadership in the teaching experience, (d) knowledge and use of appreciative advising in the teaching experience, (e) perception of student's responsibility in the learning experience, (f) perception of student's transformational change during the learning experience, (g) correlation between instructor leadership and transformational learning, and (h) correlation between transformational teaching and perceived student self-leadership.

These topics provided the basis for identifying the study's major categories. According to Merriam (2009), "This master list constitutes a primitive outline or classification system reflecting the recurring regularities or patterns in your study. These patterns and regularities become the categories or themes into which subsequent items are sorted" (p. 180). Analysis of the dataset employing the constant comparative method produced several major categories and sub-categories. These sub-categories allowed the researcher a means for segmenting the data into smaller units to be analyzed and interpreted. Merriam (2009) posits that "in analyzing verbal data, the descriptions of the experience form the text and are analyzed for the meaning it has for the researcher" (p. 181). Interpreting the sub-categories produced several tables in which individual participant responses were ranked to provide more comprehensive understanding.

At this point, the researcher found it necessary to insert within the analysis definitions of several terms as an additional lens for identifying relationships and potential connections; in particular, the transformative process. Referencing these definitions helped the researcher to further interpret the data. Eventually, the interview questions were removed from the dataset as initial themes began to emerge. According to Seidman (2006), in analyzing the interview data the researcher crafts categories from the text, then "searches for connecting threads and patterns…within those categories and for connections between the various categories that might be called themes. Thus, the interview becomes 'thematically organized'" (p. 125).

Categories and Emergent Themes

Relative to the stated problem of rising student attrition rates at institutions of higher education, the overarching query was: What is being done to retain students? In keeping with the methodological intent of this study to interpret the verbal data of the instructors, the researcher began the analysis by identifying the major categories imbued in the interview questions relative to the two primary research questions. The interview questions in this study asked the instructors how they perceived their role in the teaching experience. Specifically, the participants were asked to consider their charge as instructors in a retention intervention program to elicit positive academic and developmental outcomes from students on academic probation.

Five major categories were extracted from the participants' responses. A continuous comparison of these categories further refined and reduced the data producing twelve sub-categories. From these major and sub-categories six initial themes emerged.

Eventually, one major theme permeated all of the verbal data (see Table 2). It must be noted that often the analysis between these categories and themes blurred as various aspects of meaning were shared, sometimes overlapped, or were invariably intertwined.

Table 2

Categories and Emergent Themes

MAJOR CATEGORIES	SUB-CATEGORIES	EMERGENT THEMES	MAJOR THEME
Why Teach in This Program	Feel Responsible to Give Back	Student Success	LEADING, LEARNING, AND TEACHING, ARE ALL RELATIONAL
	Sharing Personal Experiences	Self-Awareness	
The Role of Leadership	Defining Leadership	Guiding vs Influencing	
	The Instructor Leader		
	Student Learning		
Appreciative Advising as Teaching Strategy	Defining Appreciative Advising	Engagement	
	Reciprocity is an Appreciative Relationship		
	Strategy of Teaching to Lead		
Students Empowerment	Teaching Leadership	Self-Appreciation	
	Desired Outcomes		
Student Responsibility	Defining Self-Leadership	Owning the Circumstance	
	Transformational Teaching		

As a new study on a topic not previously investigated, the researcher found it necessary not only to reference the themes when analyzing the data, but to consider the categories and sub-categories in order to address the research questions. The researcher believed this provided a more holistic exploration of the data. Additionally, it is important to note that the analyses of the verbal data in this study are presented using the participants'

"own words." This qualitative method allows their "voice" to address the two primary research questions.

Research Question One: How does this teaching experience help instructors develop an identity as leader?

This research question addressed the perceptions of classroom instructors describing their role in a retention intervention program and its influence on their identity formation. According to Fearon (1999), identity is a process by which people come to define themselves to themself (personal) and to others (social). Therefore, becoming a leader in this teaching experience is an identity formation process. It is the identification of the teacher-self as a leader to the student-other as follower. As Danielewicz (2001) posits, "What makes someone a good teacher is not methodology, or even ideology. It requires engagement with identity, the way individuals conceive of themselves so that teaching is a state of being, not merely ways of acting or behaving" (p. 3). In this teaching experience, these instructors are charged with having students take responsibility for their learning. They are asked to inspire and ignite the desire to be academically successful in students on academic probation. This involves facilitating transformational change in their students' attitudes and behaviors. According to Day and Antonakis (2012), this is leadership. It is a "purpose-driven action that brings about change or transformation based on values, ideals, vision, symbols, and emotional exchanges" (p. 5). Therefore, an interpretation of the participants' responses to the interview questions led the researcher to assert that this teaching experience helped instructors develop an identity as leader.

The interview questions and responses concerning question number one occurred during the first interview. Through the constant comparative method of data analysis two major categories were recognized (a) *why teach in a retention intervention program*, and (b*) the role of leadership in that teaching experience*. Eventually, five sub-categories were identified in the: (a) feeling responsible to give back, (b) sharing personal experiences, (c) defining leadership, (d) the instructor leader, and (e) student learning. These smaller units of analysis allowed more comprehensive analysis. Pertinent to this research question three themes emerged: "impacting *student success*," "encouraging student *self-awareness*," and "*guiding vs influencing* student outcomes." These categories and themes will be explored in this section. This analysis is presented using the instructors' "own words."

Why Teach in a Retention Intervention Program

The purpose of this program was to provide undergraduate students who are on academic probation an opportunity to raise their GPAs, thus avoiding academic suspension by returning to academic good standing. In this study, the classroom instructors who taught in this program committed themselves beyond the task of conveying course content. The program calls them to encourage students to see past obstacles and to envision opportunities. When participants were asked, "Cognizant of your status in a retention intervention program, what do you believe is your purpose when teaching?" multiple answers were given, even from the individual instructor participants.

Teaching Experiences

Of the eleven participants, six stated having previous teaching experiences other than the retention intervention program. Of these six, four were past instructors in the program. When these four were asked how they compared their other teaching experiences with this program, response varied. However, most agreed that the biggest difference was the mandatory attendance requirement of the program and its effect on student attitudes and behaviors. Sam felt the non-retention intervention teaching offered a "better learning experience" for the students. Phillipa agreed, arguing that the retention intervention "classes are required with threat of possible penalty and my others teaching experience did not incorporate that prospect. The mood in this [intervention] classroom was heavier." Two other participants indicated this created an adversarial atmosphere with students not wanting to be there. However, two others suggested that it strengthened students' resolve to succeed.

When the six instructors with previous teaching experience were asked to compare their role in the classroom to faculty who teach courses with specific academic content, three stated both faculty and retention intervention instructors had the same goal in common: "sharing knowledge." However, Jim disagreed, "There is definitely a greater sense of connectedness between me and my students compared to most faculty. I see my role as making my students successful students as opposed to teaching my students a certain subset of knowledge." Lathan expressed another difference:

> As an instructor in a retention intervention program, I knew I, and my students, were "under the gun." I had to make sure that these students were successful or

> else they could be academically suspended. I'm not sure that other faculty feels that much pressure when they teach standard academic course content.

Hope agreed, “I think that as the instructor, my approach for this class will be different from others—students in this class need different things from me as the teacher than other students need.” Most participants felt both faculty and retention intervention instructors desire for students to succeed in college. However, Colin offered an expanded view of success:

> What the students in my classroom are learning are skills that will take them through school and beyond. Courses focused on a specific academic subject may have components that students can take with them, but oftentimes I feel that it is more about knowing the content rather than being able to apply the content to daily life.

Interestingly, in response to various interview questions several instructors echoed Colin’s thought that the skill-sets learned in the retention intervention program were transferable to life after college. This projected a more personal commitment to students beyond the classroom. As Samoi voiced, “I want to assist them in connecting to their life purpose beyond just this time in college.” Isabella added, “I ask what they want after college. Then we discuss how to make that happen.” Hope further explained, “I often try to guide conversations towards immediate needs/issues/improvements that are already taking place as well as thinking about the future and how to get where they need to be.” Others were in agreement with Beto and Kelley summation: “Learning and education are life-long processes.”

As Colin summarized for all, his purpose was to, "be available to the students to help them figure out what their path to success needs to look like." The instructors expressed a sense of responsibility "to provide resources for students to be successful." Beto stated:

> My purpose is to help students succeed academically through the recognition of what may have gone wrong their previous semester. Within this capacity, I believe it is my responsibility to assist students to think about their academics, life ambitions/goals and help them find ways to successfully succeed within the University.

Hope offered, "I believe I may be the first person they have had a positive relationship with on campus or the first person that has said: "How can I help you to be more successful from here on out?'" Sam added, "There is always someone in my class that needs to hear some encouraging words that will push them a little bit farther." A summary of responses are displayed in Table 3.

Table 3

Participants' Purposes for Teaching

Purpose for Teaching	**No. who agree**
• Support students	11
• Promote their self-awareness	8
• Provide resources to be successful	7
• Help students accept responsibility for probationary status	3
• Show them someone cares	2
• Be an example	2
• Facilitate change	2

When participants were asked, “How do you perceive your role within the framework of a retention intervention program?” most responses were similar to those stated above. Hope stated:

> Ultimately, I want all of our students to be successful, so whatever I can do to support that—giving them tools for academic and life successes, listening to their stories, or helping them to find help outside of the course if necessary—that is how I see my role in the program.

Jane affirmed, “I am trying to share tools for success, showing students how those tools might be used—their possibilities.” Beto described his role as co-constructing knowledge:

> It is my responsibility to use my knowledge and understand why my students are struggling academically. From there, I must work with them to establish a success plan driven by their abilities, skills and motivation. Our students have many needs that need to be met; until we can help connect them to the appropriate resources it is difficult to teach them.

Interestingly, these instructors referred to their role by various designators, including facilitator, ally, guide, and a medium in helping them, as Beto expressed: “navigate the university.”

Impacting Student Success.

In order to understand the significance classroom instructors who taught in this retention intervention program gave to their teaching experience, the first interview’s grand tour question asked: “Why did you decide to teach this class?” According to Seidman (2006), the grand tour question usually opens the interview in which

participants are asked "to reconstruct a significant segment of an experience" and then the mini-tour questions follow where the participants are asked "to reconstruct the details of a more limited… experience" (p. 85). When participants responded to this question, nine of the 11 expressed their desire to "impact student success." Kelley's statement was a typical response. She explained, "I decided to teach because I valued the opportunity to interact with students and help them identify the tools to increase self-efficacy and achieve academic success." Jane added, "It was nice to be able…to teach a group of students academic and life skills that were very important and that they obviously needed." Hope declared, "I loved the theory behind the class/courses, to help students to gain skills and get back on track, rather than to 'punish' them."

A summary of the various responses given by the eleven participants to this first grand tour question are listed in Table 4.

Table 4

Participants' Reasons for Teaching in Retention Intervention Program

Reasons for Teaching Class	***Respondents Answers***		
	Initial reason	*Additional reason*	*Total*
Make greater impact on student success	xx	xxxxxxx	9
Had similar academic experience		xxxx	4
To have the teaching experience	xxx		3
I am good at teaching	x	xx	3
Opportunity to interact with students	x	x	2
Additional job requirement	xx		2
Love for education	x		1
Money	x		1
Build my resume		x	1
Heard positive things about program		x	1

(n=11)

Several respondents offered multiple answers to this question. These responses are indicated under "additional reason." The highest number of total reasons for teaching was a desire to make *a greater impact on student success*: "to help students identify the tools to increase self-efficacy and achieve academic success." The researcher believes this indicates that most of the instructors wanted to influence student attitudes and behaviors in order to have a positive effect.

Sharing Personal Experiences.

However, the researcher feels the second highest reason for teaching the class a more personal, passionate, and compelling response as it speaks to the relational aspect of the teacher-student connection. This came from four participants who expressed they *had similar experiences* as their students on academic probation when in they were undergraduates in college. Beto stated because of "similar experiences…in college" he wanted to "support others like I was supported." Colin agreed saying, "I felt I could do a good job teaching these particular students because of my own experiences with academic struggles." He continued, emphatic in his desire to support students who face similar challenges in their college experience:

> I tell my students 'I totally get it—I know where you are, because I have been there. I don't promise to have all your answers, but I'm willing to share what I know and help you to the best of my ability as you discover your answers.

The importance of the relational aspect in teaching by identifying with the students' academic struggles, and possible feelings of despair and loneliness, is offered by Kelley,

"I share with students challenges that I have faced as a means to create trust but also to help relate to them." Jane added:

> I myself struggled academically in my junior year and there was no program like this to help me. I had to learn things the hard way and struggled to bring my grades back up. I thought I would relate well to the students since I had a similar experience as an undergrad and could give them a perspective from a point of success after adversity.

Phillipa contributed not only by identifying the need for support, but the need of students to know someone cares:

> In my college experience there was no person, much less a program that offered any assistance to me when I suffered through a couple of courses. This was an extremely overwhelming experience and I wanted to provide some support to those who were struggling like I had….to let them know someone cares and that they can get through it.

These responses indicate the instructors perceived their role not only to impact student success, but this teaching experience also offered them a way of investing personally in the teaching experience. They believed the sharing of similar challenging undergraduate experiences would establish trust, rapport and meaningful relationships between the instructor and student. Teaching thus became relational. As Phillipa said, "Instructors in this program must intentionally develop the relationship."

When the participants were asked, "How do you talk to students about their self-development and personal growth," 9 of the 11 referred to sharing personal narratives as an effective tool. Jane reflected, "I do a lot of self-disclosure and talk about my own development and growth as an undergraduate and adult and what has contributed

to it." Jim said, "I try to build value in personal growth. I usually do this by telling personal stories about how I have changed and grown over the years and the role that my time in college played with that." Lathan added,

> In my situation…I often had to empathize with them, explaining how I faced similar problems or situations, and how I overcame those, or how I should have handled them better. I tried to demonstrate through my own experiences that students mature and develop throughout their college years, and you learn as you do so.

Sharing personal experiences is in keeping with the first phase of appreciative advising: Disarm, intentionally use positive, active, and attentive listening and questioning strategies to build trust and rapport with students. Through the process of constant comparative analysis, the instructors' responses continued to reveal their perceptions of their role in this teaching experience.

The Role of Leadership

The instructors in this retention intervention program were asked to teach a class with an intentional curriculum designed to support student success by promoting student learning outcomes. In this program, this is achieved by focusing on a student's positive attributes—abilities and skill-sets already possessed—while minimizing attention to areas of weakness. According to Hutson (2011), this means working with students to "figure out the barriers to success…and…to develop plans to overcome those difficulties…[by] leveraging their strengths to overcome the challenges and grasp the opportunities they have in college" (para. 3). As the facilitator of these actions intended to support student success, the instructor becomes an instructor leader. The instructor as leader seeks to

promote positive growth in student learning by encouraging transformative actions. Beto interpreted this process by stating:

> I believe it's about relating to students aspirations and taking time to identify how academic success can lead to students meeting or fulfilling their aspirations. Again, it is seen as the relation of now to what students are experiencing in life currently and what they hope to experience in the future.

Colin adds:

> I stress the importance of succeeding in what they have chosen to be important to them. If they have made the decision to be in school, and that is what is important to them, then I simply ask them why they want to be there. They have then created their own reasons for why they need to succeed.

Sam concurs:

> I tell the students their success is in their hands. They have the resources all around them. It's up to them to take advantage of them. I stress that while they are in school it's their opportunity to learn all they can be when they get into the competitive work force, they will be expected to teach themselves and be self-motivators.

In this study, the researcher's analysis of the verbal data affirmed a correlation between what the classroom instructors perceive as their role, including their purpose for teaching in this retention intervention program, and their general definition of an instructor leader as one whose focus is students experiencing success. The instructors stressed the importance of students assuming responsibility for achieving their success.

Defining Leadership

Generally, leadership is defined as an influencing process. It is a mutual agreement between someone who leads and someone who follows. It is relational and can be reciprocal. Sam agreed, stating that a leader is "someone who has followers. To gain followers requires influence over others and looking up to." When the participants were asked, "How do you define leadership?" three different responses were offered. First, eight of the 11 agreed with Beto's normative definition of leadership as "the social process of influencing and facilitating individuals to unite for the purpose of a common goal." Jim added it is "the ability to motivate and guide others through teaching them and also allowing yourself to learn from them." Second, two of the 11 explained leadership as creating change. Samoi stated, "Leadership is an engaging process of enhancing the motivation of others to create positive change and to transform others into leaders." Hope stated, "I think that leaders provide guidance (but not dictate others' behaviors/beliefs), have a strong sense of direction, and are effective in making things happen. Often leaders demonstrate influence. Leaders can be positive change agents." Finally, three of the 11 expressed difficulty in providing an exact definition. Collin summed up these responses:

> Sometimes I think leadership is not something that can really be defined. If a person is meant to lead (for a moment or a lifetime) then in that time, they will lead. A smart person will know when to lead and when to follow. A really smart person will choose who to follow based on ethics and value systems. Sometimes, in leading, there is the appearance of doing nothing—but actually, in those moments, it is letting others take the lead (of their own life, or in guiding others).

According to Day and Antonakis (2012), leadership is also situational, contextual, and evolutionary. Lathan said, "Leadership, to me, is defined as taking charge of a situation so that everyone's interest(s) is understood and appreciated, and then working towards a common set goal." Phillipa concurred:

> I think it depends on the situation. However, the most common definition I have heard was the ability to influence others. I do believe that in this program, leaders can be followers and followers leaders…that is when learning and doing are shared. A real leader knows that. Leadership is the capacity to move yourself and others beyond normal expectations to achieve positive outcomes.

Burns (1978) and Bass (1990) define leadership's attributes as transactional and transformational. Isabella offers, "True leadership is taking on the full responsibility to enhance the development of a person… taking someone and developing paths to make them better." In this retention intervention program, all of these descriptions are applicable. However, the researcher offers a definition by Peter Drucker (1974) as more material to the study. He states, **"**Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations" (p. 157).

The Instructor Leader.

When asked specifically, "How do you perceive your role within the framework of a retention intervention program?" only one participant perceived their role as leader. Interestingly, 16 other descriptors were used besides leader (see Table 5). "Facilitator" was the most referenced alternative descriptor the participants cited as defining their role in this teaching experience, followed by the concept of serving as "guide."

Table 5

Alternative Descriptors of Perceived Roles to That of Leader

Descriptor	Times Referenced	Single Referenced Descriptors		
Facilitator	7	Follower	Manager	Role model
Guide	3	Instructor	Sponsor	Mentor
Coach	2	Peer Mentor	Encourager	Motivator
Advocate	2	Partner	Co-learner	Academic Peer

Hope declared:

> In my teaching, I see myself more as a facilitator than as a leader "in charge"; there are different kinds of teacher leaders, and for me, a facilitator is most like my teaching style/role. To me, that means that I design learning experiences (discussions, activities, responsive writing prompts, readings, and projects) that students are able to negotiate on their own or with others, rather than solely monitored by/responsive to me. Teacher leaders also advocate for their students. We need more teacher leaders who are advocates and teacher leaders who have high expectations that their students will succeed.

Three of the 11 participant responded that they perceived their role more as a guide than a leader. Jim stated, “I would consider myself more as a guide. I try not to force things on the students, but more incorporate the things I need to teach them in the flow of the class and what they are interested in learning.” However, when the participants were asked directly, “What do you feel is the difference between guiding students and influencing them and what do believe you practice?” nine of the 11 described their preference to “guiding” as opposed to “influencing.” Therefore, if leadership is only defined as influence as it generally is, then most of the instructors did not identify as a leader. Sam clarified, “Guiding is helping students along the way...while helping lead them in right directions. Influences are actions that gain followers that want to join in on being

influenced. I practice guiding in the classroom and influence in the workforce." Jim added, "Guiding is letting them choose the path they want to take. Influencing means showing them what path to take in the first place. I feel strongly about a student finding their own way and me helping them by being a guide." Beto offered:

> Guiding a student is understanding who they are, where their at, and recognizing what they hope to accomplish. Influencing is the use of your own agenda to facilitate a student's adjustment in actions. Either way, guiding is supporting a student based upon what they want whereas influence is based upon what you (the instructor) wants. I believe I guide students.

Hope posited an alternative stance: "I think that the two are blurred. Providing guidance for students will influence them, and the influence of a teacher in the classroom (Both positive and negative influences) can guide students' thinking about themselves."

However, when asked directly, "Do you perceive yourself a leader when teaching?" eight of the 11 responded yes; even if marginally. Lathan expounded:

> I felt I was a leader in the sense that I was the one with the knowledge of what was to be taught, what was to be accomplished, by when, and what the consequences would be if that did not happen. I did not feel as though I had to be an authoritarian or a dictator, I simply had to help guide, and push these students to reach for their higher potential.

Phillipa acknowledged:

> Yes, I feel as though I am a leader in the classroom attempting to get the students to lead themselves to better academic performance. Being responsible for their own learning involves self-awareness and I feel it is my responsibility to help them become more aware of their potential. I know you cannot change anybody, they have to change themselves, but hopefully I can encourage that desire for

> change. My teaching style in this context is to suggest choices and discuss consequences with students engaged and taking ownership.

Jane expanded the meaning of being a leader explaining:

> I think in order to be a good teacher there has to be some leading and some following and some managing. Managing the classroom: set-up, materials available, reminders; Leader: showing new tools, sharing stories, encouraging others, promoting a safe/secure environment for participation and feedback, knowing when to continue on with discussion or activity and when to move on to the next thing; keeping up with goals and objectives and checking in that they are being met and on track; Follower - making adjustments based on their feedback, listening to their concerns, questions, opinions.

Hope emphasized it goes to how you define what a leader is stating:

> Yes, but in my teaching, I see myself more as a facilitator than as a leader "in charge"; there are different kinds of teacher leaders, and for me, a facilitator is most like my teaching style/role. To me, that means that I design learning experiences (discussions, activities, responsive writing prompts, readings, and projects) that students are able to negotiate on their own or with others, rather than solely monitored by/responsive to me. Some classroom leadership is in the lecture/talking to students vs talking with students, and that is not me AT ALL! I center the course around students, and I plan to do this even with the rigid design of this course. Teacher leaders also advocate for their students. We need more teacher leaders who are advocates and teacher leaders who have high expectations that their students will succeed.

Colin concurred:

> I'm standing in the front of the room- so culturally, this implies leadership in the eyes of the students. I take that seriously because I realize that students are impressionable, and it is my responsibility to make sure that I set the example for my students. Sometimes I have a "because I said so" experience- where I just want everyone to shut-up and just do what I say- but then I remember that perhaps goals may be reached if I take a step back and reframe how I ask students to do something. What does it mean to me to be a leader? It means meeting the needs of

> those I lead to the best of my ability without compromising my own ethics or values.

Jim expressed a more learner centered approach:

> From a strict sense of the word, yes. Although I would consider myself more as a guide. I try not to force things on the students, but more incorporate the things I need to teach them in the flow of the class and what they are interested in learning.

While Sam voiced some ambivalence:

> Well I say yes and no. I say yes because I lead the class but I also let the students know they themselves have to take responsibility. So that would me them the leaders for themselves. I am their to guide them but its up to them to be leaders when they leave the class

Samoi argued, “While I believe all teachers have the capacity to lead, not all teachers are leaders.” She further clarified:

> I approach teaching with a transformational leadership framework. My goal is to create an environment for change and transformation - to take a student beyond where they are and move them to where they desire to be. [Self-leadership] This requires transparency on my part and for them to see themselves as teachers as well as learners. I believe there is no true leadership without succession. Therefore, if my students can't teach what they've learned then they really haven't learned.

Two of the 11 participants emphatically answered no to the question, “Do you perceive yourself a leader when teaching?” As Beto explained,

> I do not see myself as a leader when teaching. Within the academic setting, everyone is a learner. With this mindset, I must always take time to be part of the

> process (even as I facilitate). Adapting into a formal leader within the classroom could eliminate any credibility and allow students to see issues of power within the classroom.

Isabella agreed:

> Leader . . . no. Perhaps a role model. . . a facilitator. It means that I champion them for their attention and time . . . as the 'front person' in the class, I hold myself to a higher standard - professionalism - While I do hold most of the knowledge and 'control' the climate of the classroom, that makes me a leader of sorts, but in this situation, at mid-point, it is my hope that they can take the role of leader and lead the class in discussion, in sharing ideals and knowing what works. In a traditional k-12 setting, yes, I would be the leader - but not in college

When participants were asked, "Do you believe you will influence your students to seek positive change in attitudes and behaviors?" all of the instructors answered yes. Beto's summarized, "I desire to influence change because I believe a student does not come to college with the hopes and aspirations of failing." Isabella added, "I think that these students want to excel, they want to graduate—some simply do not know how." However, Sam states, "I try to influence all the students however there are some that will do just enough in class or behave as though they do not want to be there." Jim added, "My thoughts on change are that people are only going to change if they want to." Jane concurred, "My goal is to help students be successful, but in the end it is up to the student." Colin concluded:

> I believe that…students inevitably find their own desire to make change. We must learn to make the best choices for ourselves, and once students realize how much control they have in that area, usually it's the first step in their progress to making more and more choices that help them achieve their goals. I desire that

> my students understand what they can control as far as choices, and that they have information/resources to help them should they choose to do something different.

Student Learning

Baxter Magolda and King (2004) introduced the Learning Partnerships Model to explain how college students become aware of their own learning and construction of knowledge. This theory defines learning as accepting the role personal beliefs have in shaping one's perspectives and the synergetic interchange of perspectives with others in creating their reality and their position within that reality. In this retention intervention program, instructors and students are mutually engaged in shaping positive realities that effect student learning. Specifically, this involves the co-construction of knowledge; instructors through an intentional curriculum and students through their efforts to be successful. Jane explained:

> I can present information on why these techniques help students learn and be more successful, we can do the activities, we can ask them to reflect and see what they have taken from the lessons, but we can't make them use it in practice in their studies and we can't make them be more academically successful. I can give them tools, teach them how to use it, let them practice the tools, but if they don't want to make the changes to incorporating the tools and adapting them for their personal use….they [will not be] academically successful.

Sam added, "I lead the class but I also let the students know they themselves have to take responsibility." Phillipa stated, "I am a leader in the classroom attempting to get the students to lead themselves to better academic performance. Being responsible for their own learning involves self-awareness and I feel it is my responsibility to help them become more aware of their potential."

When participants were asked, “How do you ensure students are actively engaged in learning?” the normative responses were given: discussions, reflective activities, student centered approaches, and encouraging participation. Sam added, “I try to teach different learning styles because I know all students are engaged differently.” Colin stated, “I try to keep things meaningful to the reality of the student's daily life.” Beto concurred, “I invest my time into understanding who they are, their interests, and what motivates them. Through this method of engagement, I always make sure I establish purpose behind what I am doing and relate it to my students' personal experiences.”

Hope felt it important to, “provide a classroom environment that is invitational,” and Colin stated, “I do my best to create a safe space…fun space…and I try to keep things meaningful to the reality of the student’s daily life.” Jim also found it essential to provide, “relevant examples from their world.” Although, Jim thought “it is really tough to get students in [this program] to engage.” Lathan added, “The student must have or must develop a vested interest in his or her learning, or else the goals he/she has set will not be reached.” Kelly offered:

> First it’s important to help students realize how the collegiate environment fosters academic and personal growth. Then through the introduction of course material and discussion, students are encouraged to take part in their learning. I am candid and realistic with students. I like to challenge their ideas in an attempt to foster growth and increase their engagement in the learning process.

Several returned to the issue of student responsibility stating that students must participate and they must be motivated.

Summary

Classroom instructors cited the major attraction to teaching in the program as an opportunity to "give back," by offering themselves as examples of success after academic failure. They hoped by sharing similar experiences, students would be encouraged. Impacting student success was noted as personally significant. The instructors described their role more as facilitator or guide in the teaching experience, rather than the normative definition of leadership as an influencing process. In the process of guiding the student learning experience, the instructors agreed that students must become aware of and accept responsibility for their own learning. However, as the facilitator of actions intended to support student learning the instructor becomes a leader. The majority of instructors expressed they did perceive themselves to be leaders in the teaching experience.

Research Question Two: How does appreciative advising help instructors experience teaching as leading?

This research question addressed the relationship between an appreciative mindset and instructional leadership as perceived by classroom instructors in a retention intervention program. According to its progenitors, an appreciative mindset encourages instructors to apply positive, active, and attentive listening and questioning strategies while incorporating the six phases of appreciative advising into the teaching experience. The intent was for the retention intervention instructor to employ these actions in their teaching experience to enhance the student's learning experience. This corresponds to the meaning of instructional leadership. Therefore, an analysis of the participants'

responses to the interview questions led the researcher to assert that when this pedagogy was embraced by the retention intervention instructor, teaching became leading.

The interview questions and responses concerning this inquiry occurred during the first and second interview. Through the continuous application of the constant comparative method the third major category, *appreciative advising as a teaching strategy,* became evident, along with three sub-categories: (a) defining appreciative advising, (b) reciprocity as an appreciative relationship, and (c) the strategy of teaching to lead. These smaller units of analysis allowed more comprehensive analysis. Pertinent to this research question one theme emerged: "engagement." These categories and themes will be explored in this section of the findings. This analysis is presented using the instructors "own words."

Appreciative Advising as a Transformational Teaching Strategy

Classroom instructors in this retention intervention program were charged with the responsibility of facilitating transformative changes in their students through an intentional curriculum primarily based on the strengths-based strategies of appreciative advising. Therefore, transformational teaching became a strategy utilizing appreciative advising. This involved integrating knowledge learned in course content with personal experiences as a means for creating positive life-long changes in students' lives. Those who engage in appreciative advising desire to elevate their interactions with students by enhancing the potential in their students and celebrating the achievement of more affirming attitudes and behaviors (Bloom, 2002; He, 2009: He, Hutson, & Bloom, 2010).

Defining Appreciative Advising.

Prior to the interviews, the researcher made the assumption that most of the classroom instructors were aware of the undergirding role appreciative advising played in the retention intervention program. This was based on her understanding of the program's mission, personal conversations with program staff and administrators, a reference to the Appreciative Advising Inventory (AAI) and Guide made during the program's instructor orientation meeting, and the validation of her appreciative mindset by classroom teaching experiences. The reference was a passing remark stating resources on appreciative advising were contained in a folder on Blackboard labeled "Instructor Meeting" and available for independent review. Unfortunately, the AAI and Guide were neither discussed nor distributed at this orientation meeting. [The researcher notes that at the time of these interviews in fall 2011, unlike now on Blackboard Learn, the folder provided no introduction or statement of purpose regarding appreciative advising]. There were also no suggestions for the utilization of the AAI as a strategy in helping students recognize and build on their strengths besides the suggested instructor questions for students listed in the Guide. [The researcher notes during the current academic year 2012-13, a session was held during the program's instructor orientation providing information on how to utilize the AAI during the required instructor meeting with students]. However Hope, a classroom instructor and study participant, questioned whether the sample questions in the Guide "are aimed at reaching students who are recently categorized as on 'academic probation.'"

Regrettably, as no specific instructions applicable to appreciative advising or the inventory were provided there was ambiguity and confusion when participants responded to interview questions pertaining to appreciative advising. Answers to the second interview's two-tiered grand tour question proved quite revealing. When first asked, "How would you define appreciative advising and its use as an intervention strategy?" three of the 11 participants indicated that they were not familiar with the concept and had not heard of the term prior to this study. Samoi stated, "This is the first I'm hearing of the term appreciative advising." Jane concurred, "This wasn't covered in our training and I am not familiar with the concept." Lathan added, "I am afraid that I am not completely familiar with the term appreciative advising." However, the data did reveal that two of the 11 participants had some knowledge of appreciative advising when they entered the classroom and could provide a definition. Beto defined appreciative advising as "the process of asking students open-ended questions to help them understand their skills, abilities, and vocational aspirations. Within an intervention strategy, appreciative advising is an opportunity to assist students in achieving academic requirements while also examining ways students can celebrate their academic success." Kelley identified appreciative advising as "an intentional approach which incorporates the use of reflection, open ended questions, and positive statements to help maximize the student's educational experience."

Returning to that portion of the grand tour question inquiring about "the use of appreciative advising as an intervention strategy," only three of the 11 participants offered a response. They noted their reliance on the AAI and Guide to provide context.

These documents were provided to the participants prior to the second interview. Upon a review of the AAI, Jane thought it "a valuable intervention strategy" and Jim stated his support citing appreciative advising "effective as a retention strategy because it creates ownership of success for the student which leads to a more lasting change." However, Isabella disagreed: "I personally do not believe it has a use in the strategy of intervention. I found the questions very general and didn't lead to a discovery—what they were seeking. I think the tool is evasive and misleading." Moreover, when participants were asked, "What significance do you assign to appreciative advising in your role as an instructor in a retention intervention program?" only four of the 11 thought it significant.

However, the data analyses also indicated the majority of instructors did perceive their role as influencing positive change in the attitudes and behaviors of their students regardless of this deficiency in their knowledge base. This evidenced an intuitive and deductive acknowledgment of appreciative advising in the instructors' teaching experience that innately supported an appreciative mindset. The instructors' stated aspirations found throughout the data to facilitate a learning experience is in alignment with the theoretical framework and practice of appreciative advising.

The Appreciative Advising Inventory.

The second segment of the grand tour question was designed to assist those instructors whom the researcher assumed were not familiar with the term appreciative advising. When asked, "If you don't know what it [appreciative advising] is, what might you take from the curriculum, Appreciative Advising Inventory (AAI), Guide, or instructor orientation meeting to explain the concept, simply using the words appreciative

and advising?" nine of the 11 participants stated they could not define it without referring to the additional sources mentioned. Although not familiar with the term Lathan stated, "I would think that it would mean a type of advising where one takes what the student knows, where they are and advancing from there…in an appreciative manner. Building upon what the student already has or knows." Referencing the AAI, Jane said, "When they [students] took the inventory there was no instruction [given instructors] on how to debrief them." According to Phillipa:

> Although cursory mention was made of the AAI as a tool to be used during the instructor meetings with the students no explanation of appreciative advising or the inventory was given. Even when I looked at the syllabus, I did not see any reference to appreciative advising as an intervention strategy. This was not emphasized. If I consider the terms appreciative and advising, I would presume a type of student advising in which a sense of gratitude or approving is infused. This could be viewed as a positive instead of a negative orientation.

The instructors articulated their frustration at their lack of knowledge and training. Kelley expressed, "I don't believe appreciative advising practices are incorporated into…the teaching and/or training." Jim agreed stating, "The AAI was not really talked about very much in training. I just knew that we were required to have our students fill it out and we were to use it as a conversation starter in our first set of student meetings." Jane added her frustration:

> AAI was not explained to us (new) instructors. We were just told; oh they take this assessment at the beginning and end of class and we were to referenced it to use in our individual interviews with the students, but not told how to incorporate it. So I think the big thing is to explain what it is, what it assesses and how to process it with our students.

Clearly, these responses indicating lack of basic knowledge about appreciative advising by the majority of instructors were quite alarming to the researcher. Although, integrated into the program's curriculum, none of the participants indicated they were familiar with the six phases fundamental to appreciative advising. The data also indicated most of the instructors, 9 of the 11, neither were familiar with the core principles of appreciative advising nor understand its relevancy to the retention intervention program. However, 6 of the 11 did believe the AAI a useful tool in having students assess their strengths and defining those academic and developmental areas which challenge them.

The researcher believed these responses highly significant. Without a strong understanding of what appreciative advising is, how it was infused in the curriculum, and/or how it should be utilized, how were the instructors going to be able to apply it in their teaching experience or consider its role in experiencing teaching as leading? In response, the researcher contends the instructors intuitively and deductively possessed an appreciative mindset. It was this innate appreciation of a student's core strengths, not weaknesses that allowed instructors were to unknowingly apply appreciative advising's conceptual framework to the teaching experience. Additionally, driven by purpose to impact growth in the student learning experience, the instructors experienced teaching as leading.

Reciprocity as an Appreciative Relationship.

Embracing an appreciative mindset involves an acknowledgement of reciprocity between instructor and student. According to Uhl-Bien, Maslyn, and Ospina (2012),

reciprocity is a relational effort. In the retention intervention program it is the intentional relationship between the instructor and student. He, Hutson, and Bloom (2010) explain, "The term *appreciative* describes both the advisor and the student uncovering and valuing the strengths and passions that they have brought with them to the…relationship" (p. 35). This holistic approach supports an appreciative mindset. In their responses to the interview questions, the instructors recount how appreciative advising, through their interpretation of the AAI and Guide, helps build relationships between instructor and student. Isabella felt, "Perhaps it may provide an easier venue to converse hopefully leading to building a relationship." Hope made a similar comment, "This is a great way to work with students that I do not already have a relationship with [or] know."

The reciprocity of positive exchange acknowledged in the retention intervention program denotes an appreciative relationship. Colin declared, "They [students] bring their whole self to the table…so, I give them the best I have every day." Listening was cited by several participants as an important aspect in an appreciative reciprocal relationship. Isabella admitted, "I make the students aware when they give me new insights and perspectives. I listen. I question and I give them the same opportunity." Samoi posited:

> I consider myself a lifelong learner and learn things from students all the time through listening and observing and reading their papers. I have to keep at the forefront of my mind that I am a learner as well as a teacher when I'm in the classroom. This is often difficult.

Participants also believed the sharing that occurs during conversation important to establishing reciprocal relationships. Hope asserted, “Discussions are a big part of my classes, so it is important to me that the students are sharing with one another and are able to learn as much or more from each other as they are from me.” Kelley believed, “Through candid conversations reciprocity of learning and teaching is occurring. “Jim concurred:

> I am a firm believer in reciprocity with regards to teaching a class. I feel that everyone, no matter how experienced in life, has something to offer to a conversation. I try to find what things my students have to offer. Inevitably those things are different than mine and when they are, I try to take something away from what they are sharing.

Sharing personal experiences was another important way instructors and students experienced the reciprocity of an appreciative relationship. Jane explained, “I share a lot of my personal learning experiences and why I am committed to teaching. I, in turn learn how they are coping and dealing with being a student.” Kelley added, “Many students share their life experiences which help me learn more about them and well as myself.” Lathan stated, “I learned how to connect with my students, how to be their instructor and friend. Hopefully from this relationship, they felt a connection that allowed them the freedom to learn and explore at their own pace.” Colin adds:

> A student may also teach, and a teacher needs to be open to learning—sometimes it's from each other (sometimes not—lol). But it's like trying to appreciate the coolness of autumn without having had the overbearing heat of summer. Some people think that one is either a student OR a teacher- but I feel that we are all students and we are all teachers—sometimes we are more predominantly one than the other, but it changes and is fluid.

The Strategy of Teaching to Lead.

The instructors in this retention intervention program were charged with the goal of having students take responsibility for their learning; to inspire and ignite the desire in students to be academically successful. The researcher contends the instructors are essentially asked to become instructional leaders and transformational change agents. According to Blase & Blase (2000, 2004), instructional leadership signifies those actions taken to promote growth in student learning. These include, but are not limited to, providing direction, coordination, and resources for the development and improvement of curriculum and instruction (ww.education.com/definition/instructional-leadership/). The instructor leader is the facilitator of those actions. The Institute for Educational Leaders' 2001 report, *Leadership for Student Learning: Redefining the Teacher as Leader* states the concept of the teacher as leader is "about mobilizing the…attributes of teachers to strengthen student performance at ground level" (p. 4-5). This approach is in consonance with the theoretical framework of appreciative advising and its six phases of implementation.

Again, through their review and interpretation of the AAI and Guide, participants were asked, "How can appreciative advising help instructors see teaching as leading?" Isabella and Colin both expressed that the instructor must first identify with being a leader. Colin suggested, "I think if a teacher is going to perceive themselves as a leader, they will be a leader." However, he also said, "I'm not sure how appreciative advising can directly impact the way one views their place as a leader." Hope and Sam describe the object of appreciative advising is to locate areas of needed growth for the student as

exemplifying leadership. According to Hope, "Teachers who are leaders work to know their students in a more meaningful way. Teacher leaders use strategies like this [appreciative advising] to impact their students even after they have left their classrooms." Kelley added, "Appreciative advising creates opportunities for students to assess their strengths, identify their role in a situation, and create a plan for success. Each of these functions is necessary in order to effectively lead others."

It has been established that the instructors were woefully unaware of appreciative advising as a teaching strategy, but when exposed to and reflected on aspects of the Appreciative Advising Inventory (AAI) and Guide participants were able to glean some sense of the concept. The remainder of the participants' responses reflected a reference to these resources. Samoi felt, "The AAI correlates with teaching and leading as it focuses on the student as a whole person. The teacher now incorporates identity and values versus just teaching a subject matter." Hope and Jim believed that the teacher as leader can influence students by their own modeling of leadership to also become leaders. Jim further explained:

> I think it [AAI] can help teachers see that they are doing more than just passing along information or even getting students to learn subject matter. I think AAI can show teachers that they are also motivators, role models, and good examples to the students of what a leader can and should be.

Sam concurred, "The AAI can help if instructors use it as an educational tool to continue teaching and pushing students to be more motivated." Samoi added, "The teacher is a leader as they create leaders out of the students." The strategy of teaching to lead

correlates with the Design phase of appreciative advising where instructors co-construct action plans with students to make their goals a reality. Beto summited:

> I believe instructors must establish knowledge of the AAI and how it can function within an academic setting. The AAI helps instructors to understand they must support the student as they begin self-exploration through a positive lens, while helping students understand who they might be, and developing goals which can be achieved.

Jane agreed, "Using the constructs of the AA model we can frame our lesson plans to be more effective as teachers and leaders in the classroom." Lathan explained:

> Through appreciative advising, instructors would be empowered with information that would help them be more dynamic and hopefully more transformational in their teaching. In other words, as leader, instructors would have a clearer picture of where "to lead" students, in order to achieve the most positive outcome.

Phillipa summed it up by saying, "Teachers who are leaders build relationships with students to know them better." It is this engagement that is crucial to student success.

Summary

Although the majority of classroom instructors were unaware of appreciative advising as a teaching strategy, their pedagogies evidenced an innate understanding of its core principles and theoretical framework. Seeking to create intentional relationships with students, the instructors acknowledged the reciprocity of positive exchange inherent to appreciative advising. Additionally, the instructors indicated a desire to promote growth in student learning. This is a cornerstone of instructional leadership and is in

consonance with appreciative advising. Therefore, the strategy of teaching to lead resonates in the "voices" of the participants.

Instructor Leadership and Transformational Change

The two primary research questions addressed leading and teaching. However, the data also yielded insight into the instructors' aspirations for the student learning experience. Classroom instructors in this retention intervention program were challenged with the responsibility to facilitate this change through an intentional curriculum based on the strengths-based strategies of appreciative advising. Therefore, for these instructors teaching becomes a strategy utilizing the appreciative mindset. This involved integrating knowledge learned in course content with personal experiences as a means for creating positive life-long changes in students' lives. When this pedagogy was embraced by the retention intervention instructor, teaching becomes leading.

It is here that the transformative processes of leading, teaching, and learning collude with the appreciative mindset. According to Mezirow (2009), transformative learning may be defined as "learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change" (pp. 22-23). For students on academic probation, transformative learning occurs when they are able to change their attitudes and behaviors from negative to more positive outcomes. Transformational teaching is the process of incorporating transformational learning theory (Mezirow et al., 2009) into the practice of teaching. Transformational teachers are the facilitators of this approach to learning and are conceptualized as agents of change (Daloz, 1999). As agents of change, the instructors are called to leadership.

According to Day and Antonakis (20120, leadership is a "purpose-driven action that brings about change or transformation based on values, ideals, vision, symbols, and emotional exchanges" (p. 5). Therefore, transformational leadership is the process by which "leaders and followers raise one another to higher levels of morality and motivation," (Burns, 1978, p. 20). In the context of this retention intervention program, the instructor leader through the application of the appreciative mindset perceived their role to inspire students to acquire the transformational changes in attitudes and behaviors necessary to be academically and developmentally successful in the college experience. Through their "voices," these classroom instructors described their perceptions of the leading, learning, and teaching experiences.

When the participants were asked, "What relationship do you see between learning, teaching, and leadership?" 10 of the 11 made the case for some connection; however, 4 of the 11 thought either teaching and learning, or teaching and leading, were more closely aligned. While Hope said, "I think that the three are interconnected and lend themselves to each other…teaching can promote learning and leadership." However, Isabella declared, "There is NO real relationship." Colin provided a comic approach contrary to that argument:

> Spaghetti, meatballs & yummy sauce. They all go together, and the meal just isn't complete if one of those is missing. I think teaching and learning are related. It's like everything else in life. You can't have one without the other... and you can't be all or nothing.

Jim added, “My idea of leadership is the ability to motivate and guide others through teaching them and also allowing yourself to learn from them.” Therefore, an interpretation of the participants’ responses to the interview questions further expounded on in this section led the researcher to assert that this teaching experience helped instructors develop an identity as leader and subsequently facilitate self-leadership in their students. This is in alignment with the Don’t Settle phase of appreciative advising where instructors challenge both themselves and their students to do and become even better.

The interview questions and responses concerning this inquiry occurred during the second interview. Through the continuous application of the constant comparative method to the participants’ responses to the interview questions the fourth and fifth major categories became apparent: (d) *student empowerment* and (e) *student responsibility*. From these, four sub-categories surfaced: (a) teaching leadership, (b) desired outcomes, (c) defining self-leadership, and (d) transformational teaching. Pertinent to this research question two initial themes emerged: “self-appreciation” and “ownership of circumstances.” These categories and themes will be explored in this section of the findings. This analysis is presented using the instructors “own words.”

Student Empowerment

When participants were asked, “Do you feel you empower your students when you teach?” the majority of instructors believed they empowered their students through their teaching. Empowering students is integral to transformational learning and incorporates the relational tendencies of transformational leadership. It moves authority

from the teacher to a shared expression of valued opinions with students. This gives students a voice in making decisions relevant to their circumstances. Colin explained how he did this in his classroom: "I offer my students choices, and I encourage them to try a variety of things before making the choices they feel will be best for them. I can give them tools, but ultimately, they are the ones who make use of them." Kelley feels it important to "encouraging students to envision a different path for themselves. By helping students envision a different future they have a better understanding of what needs to be done in order to be successful."

Jim believes empowering students "creates a sense of ownership for their learning." Samoi concurs stating she tells her students, "No one else can write your story for you." Beto and Hope expressed the value of talking and the sharing of experiences as empowering. They both suggested that providing a structured approach to the course work also empowers students. Beto states, "I structure my class to emphasis critical reflection, problem-solving, and skill building. With this structure, I empower students on day one." Hope adds, "I try to build a classroom community of respect and care. Also, providing a very structured approach to the course…has the potential to empower students to take responsibility for passing the course." Success through ownership and responsibility are concurrent themes in this discourse on empowerment. Phillipa summarized:

> When a person feels empowered they believe they can achieve. It is important for these students to feel they can do this. I share my experiences with them and encourage them in their writings to share with themselves. I encourage self-reflection as a means for them to study their experiences and in their own minds

> analyze the choices they made without judgment from me or themselves; to accept responsibility and then move on. They need to own their thoughts and actions.

By appreciating their own self, students let go of attitudes and behaviors that cripple their academic performance and hinder the changes they need to be success. When they are able to empower themselves they can actively progress toward achievement.

Teaching Leadership.

All of the instructors indicated they thought leadership, as a skill, could be taught. Lathan and Phillipa stated they thought it best taught through modeling by the instructor. However, Sam reminds us "there are different types of leaders. The leadership styles can be taught in class, but a person needs to assess themselves to identify what type of leader they will be and what environment they best fit in to be a leader." Sam interjects, "leadership can be taught but it also needs to be practiced." Denoting how leadership was integrated into his classroom teaching experience, Beto said,

> I do believe it can be taught, but needs to compliment an experiential opportunity. In the classroom one can identify leadership theories and characteristics; however, it would useful to consider personal leadership and use applications to the experiential opportunity. Within the AAI lens, one could teach leadership as they coach a student through the phases of appreciative advising. This could be taught as personal leadership with the exploration of leadership beyond self.

Jim added:

> I try to teach leadership by letting students try and by providing accountability. No one knows they are a leader until they are put in a position to lead. So, I try to put them in those positions via class presentations and group work and let them know that if they are not good at it now, they can be if they desire.

Jane and Colin similarly interjected, “when students focus on their self-development a leader can emerge.” As Colin asserted, “In learning to own one’s self, a leader emerges. The leader that results is the natural process of self-ownership.”

Desired Outcomes.

In the context of this retention intervention program, the desired outcome was for students to acquire the transformational changes in attitudes and behaviors necessary to become academically and developmentally successful in the college experience. The instructors in this program were charged with facilitating this change. When asked, “What outcome, academic and developmental, do you desire for your students?” all of the instructors said they wanted their students to experience success. According to Samoi, “Success means being fully present, engaging in class discussion, and developing a plan of action for their next steps.” Isabella stated, “Once you beat failure, you gain a sense of self, awareness, and learn how to define success for yourself.” Hope added, “I want our students…to be able to return to good standing, to be successful academically, and to take part in the rest of their academic career being changed by what they encountered in my course or through the experience of enrolling in [this program].” Table 6 provides an overview of the salient points in the participants’ responses to this interview question. These are all representative of the Deliver phase of appreciative advising: support students as they carry out their plans.

Table 6

Retention Intervention Instructors' Personal Course Objectives

Desired Academic Outcome	Desired Developmental Outcome
• complete this course • raise their GPA • 100% pass and graduation rate • return to academic good standing • utilize newly learned skills and reconsider use of already learned skills • identify academic and professional goals then develop plan of action to meet goals • feel competent about their abilities as students • learn techniques for implementing what they learned in this class to other courses • realize their academic potential • reduce apprehension to confer with teachers	• know themselves better than they did before • identify past negatives, avoid and own poor choices, and work toward positive future • own their failures then repair and rebuild • become independent and not dependent • understand personal responsibility • to know there is no one right answer and no one but them has their best answers • learn to manage time and prioritize activities • become reflective about their life's journey • become more self-aware • demonstrate commitment to and investment in education and other life choices

Student Responsibility

When participants were asked, "What is meant by students having ownership of their learning and how do you contribute to this?" nine of the11 respondents stated, as did Samoi, "ownership is a common theme in all of my interactions with students. It is vital to their success to take ownership of their own leaning." In describing ownership, the instructors linked it to the concepts of (a) students exerting control over their academic life and (b) personal responsibility. As Jane concluded this "their biggest responsibility is to themselves." However, three of the 11 instructors conceded that many students are simply not that responsible. As Lathan explained, "students decide whether he/she wants to be a learner. An instructor can put forth the information, but it is up to the student whether they accept it and put it to use."

With regards to the issue of control over their academic life, all of the instructors said it was "crucially important." Phillipa best expressed the majority of

responses, “When students feel in control of their academic life, they have ownership, they feel invested, they feel good about their choices, and about themselves. When they don’t feel in control, then they are easily distracted by doubt and fear.” Kelley adds, “The more control a student feels they have over a situation the more likely they are to be proactive and use effective strategies to maximize student learning and academic success.”

When the conversation flowed to personal responsibility, Isabella succinctly stated, “They are responsible for their work, learning, etc. I tell students upfront they have to own the process and my expectation is they will.” This includes, as Hope expressed, “the grades that they earn, the academic standing they receive, and any consequences or recognitions that go with that.” Lathan contributed stating:

> To allow student to “own” his/her learning experience implies that the student has a vested interest in the outcome. He/She is in charge of what they learn, how they learn, when they learn and how much they learn. When the student realizes that he/she is the owner of his/her education they seem more determined and more interested.

Sam and Phillipa linked student responsibility with motivation. As Phillipa voiced:

> Students have the responsibility as learners to be fully engaged in the experience of learning. That means they must listen, reflect on the information given, ask questions when they need clarity or don’t understand, and decide on accepting or rejecting the information. Learning is an active process. This involves being motivated, being present (physically and mentally), and being open to new ideas and ways of thinking.

Beto added, “Students having ownership of their learning is a student’s ability to take responsibility for what they learn, when they learn, and how they learn.” He further commented:

> Student’s ownership in learning is also the thought that they have the responsibility to actively participate in the exchange of ideas and knowledge with the hopeful goal of creating new ideas and knowledge. Within the classroom student ownership is established by the setup of lesson planning, general rapport with students, and a discussion of rights/responsibilities. An instructor assists in this concept of ownership by holding students accountable, supporting students when they struggle, and constantly providing feedback based upon the student’s progress and growth.

Other instructors also admitted their participation in that process. Hope posits, “I think it starts with acknowledging (as a teacher) that students can be actively responsible for their learning in our classroom.” Samoi declares, “My role is to set up the classroom environment and syllabus to allow students to act as independently as possible and to reiterate this notion of ownership and learning.” Jane adds,” I think the big thing we have to help students realize is that learning is not passive – it does not happen by osmosis.” Other examples of actively contributing to students accepting responsibility for their learning are offered by Kelly:

> I contribute to this by creating opportunities for learning to occur through discussion, application, and reflective activities. I also speak candidly with students about their role in the learning process, which I hope helps them get a better sense of why they need to take responsibility for ensuring that they are learning.

Sam summed it up, “It is up to students to go the extra mile to contribute to their learning. Teachers are there as a guide to help them follow the right direction.” Table 7 provides a descriptive summary of participants’ responses to who is responsible for student learning.

Table 7

Responsibility of Student Learning Experience

Responsibility of Student	Responsibility of Teacher
To reflect on their own learning	Demonstrate care to the student regarding learning
To reflect on attitudes and behaviors	Assist students to achieve and set goals
Demonstrate commitment and awareness	Examine ways to celebrate success
Identify circumstances that hinder progress	Support students’ aspirations
Own circumstances and change locus of power	Advise students on multiple aspects of their life
Locate personal strengths and challenges	Give them tools to be successful
Explore who they are and what they want	Gain feedback on students’ needs

All of these descriptions reflected a reference to the Appreciative Advising Inventory (AAI), not necessarily to the concept of appreciative advising. However, the researcher believes in the process of their responding they were able to extract meaning from the AAI as a “tool” relative to the theoretical framework of appreciative advising. Additional comments on the student’s role in this learning experience were given. Kelley believed, “it helps increase feelings of self-efficacy, encourages the student to assess their strengths and goals, and helps introduce resources and opportunities for personal and academic success. Samoi found the AAI allows “students to reflect and to feel a part of the learning process,” while Jane stated it allows “students a chance to reflect on what they have done in the past and what they are currently doing and seeing how these things come together in their future.” Beto surmised it encouraged:

> A student to reflect and challenge themselves. At times it can even assist in helping students see the cognitive dissonance occurring in their life. Through this, it allows me to help them focus on their needs and explore why they might be on academic probation.

Although reflection on the part of students is sited as important, there was a reference to the AAI tool as opportunity for change with Jane's added comment, "There is a reason they are on academic probation - they need to find out why and learn how to change whatever thoughts, behaviors, skills got them there."

Defining Self-Leadership

There are expectations from several segments of society that the college experience prepares young adults to assume personal responsibility for their actions. The researcher considers this process self-leadership, or alternatively, self-authorship. Self-leadership is defined as the process of influencing oneself to actualize self-direction and self-motivation in the performance of positive outcomes (Manz, 1986; Manz & Sims, 1989; Manz & Neck, 2004). In the context of this study, this is specifically applicable to studnets assuming responsibility for their own learning. Self-authorship is the ability to identify internal beliefs based on external voices and navigate through these relationships toward development and acceptance of one's own internal voice. Samoi stated, "Self-leadership is an interesting term. I prefer self-authorship where a person has the right and authority to write their own story. They take ownership of their learning."

This recalls the relationship between ownership and responsibility. Isabella asked, "Self leadership? Isn't that the same as being responsible? Being your own person? OR making your own decisions. . . Learning what is good for you and doing

that. Control of one's destiny. . . life. . . environment." While Hope postulated, "I haven't heard the term self-leadership before, but I would imagine that it is specific to students being able to take initiative to guide their own learning/success. I think that this means that for students to see themselves as leaders/responsible for their learning." Phillipa added, "Self-leadership is the ability to influence yourself. They must take ownership of being responsible for the outcomes. Leading oneself involves self-awareness, self-motivation, persistence, and desire to achieve." Jim concurred, "I would define it as the student's ability to take ownership of their own life and the choices that define them."

Several participants described the instructor's part in assisting in this process. Sam stated, "Teachers are the guides [in] letting the students know they are responsible for themselves. But it's their [the students'] responsibility to continue to become leaders for themselves." Beto agreed stating instructors assist in "the process of empowering students to become responsive and responsible for their current academic probation. Additionally it would include students taking responsibility to lead themselves."

Transformational Teaching

When participants were asked, "Do you see your role as transformational in that you seek to positively improve the lives of your students?" 10 of the 11 replied yes, while 1 of the 11 said no. Isabella emphatically remarked, "My role is transformational—but not in teaching. Transformational education has NOTHING to do with teaching and learning. . . it is what leaders do to promote and change environments FOR learning." Samoi offered another perspective, "Transformational teaching equips students for life.

It isn't just about the subject matter but about life application. Transformational teaching should inspire growth and positive change." Although Lathan identified as a transformational teacher, he qualified his statement:

> I do, but at times I think this can be difficult to prove or observe. For me, it's easiest to see transformational teaching as students stay in contact after they are no longer enrolled in the course. This is most evident as students have had the opportunity to practice what they have learned and are quick to celebrate with the people who gave them a chance or demonstrated interest in them. Within the realm of the course, this can easily be observed as a student progresses from the first instructor meeting into the last instructor meeting.

Returning to the concept of the student responsibility, Sam stated,

> I try to transform the way some of the students think about college. By asking questions such as why students are in college makes a huge difference with the outcome. If students are there because they want to be it's easier to transform their thoughts and motivation.

Kelly's response was on point with the mission of the retention intervention program and the desired objective, "Transformation will occur through new behaviors and decisions on the part of the student." Phillipa concurred. However, she emphasized the positionality of change arguing, "The student must agree to make some changes in their attitudes and behaviors to accomplish this goal. My responsibility is to provide resources and support to make this change, this transformation possible. However, the student has to want to make the change." Jane and Jim also stressed the necessity for change in the process. Jane stated, "We [instructors] encourage changes in what they know about themselves; their beliefs, and lifestyle" Jim explained, "I interpret

transformational teaching as more than simply relaying information but also showing them things about themselves they didn't know existed and hopefully changing their outlook on life and their abilities."

Focus on Strengths instead of Weaknesses.

Celebrating the achievement of more affirming attitudes and behaviors instead of focusing on past obstacles is a core principle of appreciative advising. Students are encouraged to envision opportunities, to have faith in their strengths and belief in their potential, and to recognize within themselves the power of their own uniqueness (Bloom, 2002; Bloom et al., 2009). Therefore, within the retention intervention classroom this is a major initiative for instructors. When the participants were asked, "How do you get students to focus on their strengths instead of their weaknesses?" Kelley and Samoi felt this to be "a challenge." Samoi said, "Some students truly don't know their strengths." Nine of the 11 stressed the importance of assessment tools. As Jim explained:

> Assessment is key for me here. I have a conversation with them in class and individually about what their strengths and weaknesses actually are. Once we have that information then it is just a matter of showing them how much more beneficial it is to focus on their strengths rather than their weaknesses.

Beto , Kelley, and Samoi mentioned their use of StrengthsQuest, Jane promoted a learning styles inventory, and Hope and Phillipa suggested the Appreciative Advising Inventory. Samoi also advocated "using experiential education techniques."

Personal communication was another important factor participants cited as assisting in getting students to focus on their strengths. Isabella encouraged:

> Only, only, only, address the good. When commenting on papers speak to the strength. Talk to them about developmental growth (better word for weakness) look at it as an opportunity to grow. Always, always, always, talk about the positive aspect of their work, thoughts and ideals.

Lathan concurred,

> You have the opportunity to find out positive points or strengths through … discussions. You then reiterate those positive points through class discussions or personal chats. If an authority figure, in this case the instructor focuses enough on the strengths, then the weaknesses will be downplayed in the student's thought process.

However, Hope declared, "I begin with their strengths and we talk about how strengths are something to continually build on, work 'from'; I don't glaze over the weaknesses, though. We look at those together and figure out which weaknesses must be addressed strategically." Kelley stated, "I encourage students recognizes their weaknesses as limitations and be intentional about taking advantage of opportunities to minimize their weaknesses and/or identify a way to improve in their weak areas." Beto summed up the general feelings, "I help students rethink their abilities and think of ways to use strengths to compensate for areas of weakness."

Summary

This chapter presented the findings of the two primary research questions which guided this study and additional data on the instructors' perceptions of leading, learning, and teaching as transformative processes. These findings indicated that those classroom instructors in this retention intervention program who identified as instructional leaders perceived they engaged in transformational teaching practices intended to promote

transformational learning in their students. The intended outcome of these teaching and learning experiences was transformative changes in the attitudes and behaviors of students on academic probation. Although no students were engaged in the discussion of transformative change, the change the instructors perceived they sought from their students was movement away from negative proclivities which hinder achievement and progress toward more positive predilections necessary for success in college.

The conceptual model used in this research demonstrated how instructors and students progressed from academic probation to academic retention. Phillipa understood this process stating, "In this context [the retention intervention program], it involves taking the student from where they are—academic probation to academic good standing." This journey is vested in (a) the efficacy of instructor leadership and instructor desire for student self-leadership, (b) the reciprocity between instructor and student which is fundamental to an appreciative mindset, and (c) the change inherent in the transformative processes of leading, learning, and teaching. An appreciative mindset seeks to inspire students, through instructor leadership, to acquire the transformation in attitudes and behaviors necessary to be academically and developmentally successful in the college experience. As exemplars of instructional leadership, the instructors' responses to the interview questions provided evidence of their desire and intent to enhance the learning experiences of their students on academic probation.

According to Creswell (1998) the "voice of the participants in the study" (p. 170) is found in their quotes. Their "voices," found throughout this chapter, resonate with their heartfelt commitment and sense of obligation to deliver more than just course

content to these students on academic probation. In this study, the findings conclude the majority of classroom instructors in this retention intervention program: (a) believed this teaching experienced helped them develop an identity as leader by challenging them to encourage in themselves and their students higher aspirations; (b) though unaware of the tenets of appreciative advising, intuitively and deductively possessed an appreciative mindset and through their pedagogy experienced teaching as leading; and (c) embraced the role of instructor leader thereby desiring their students to embrace self-leadership so they may facilitate transformational change in their attitudes and behaviors. As Lathan articulated:

> Through appreciative advising, instructors would be empowered with information that would help them be more dynamic and hopefully more transformational in their teaching. In other words, as leader, instructors would have a clearer picture of where "to lead" students, in order to achieve the most positive outcome.

The final theme which emerged from this study was: leading, learning, and teaching are all relational.

CHAPTER V

DISCUSSION AND IMPLICATIONS

Introduction

This chapter begins with a review of the problem statement, purpose of the research, questions guiding the research, and methodological approaches utilized in this study. Next, a summary of the data analyses is presented. This is followed by limitations of the study, implications for practice and theory, and recommendations for future research. Finally, in the chapter's conclusion, the researcher discusses how this study contributes to knowledge in the field and why the research is significant.

As previously stated, there is a distressing dilemma in higher education concerning the increase in student attrition rates (Angelino, Williams, Natvig, 2007; Hagedorn, 2006; Kramer, 2007; Lau, 2003, Seidman, 2005; Tinto, 2006). The seminal query of this study asks what institutions of higher education are doing to effectively retain these students and support student success. At a public university in the southeastern United States, appreciative advising—an approach calculated to build on personal strengths instead of concentrating on improvements to weaknesses—is utilized as a teaching strategy in a retention intervention program as a credible and sustainable response. Developed as a theoretical framework by academic advisors (Bloom & Martin, 2002), appreciative advising is integrated into a learning experience designed to empower students to recover and retain academic good standing (Bloom, 2006; Bloom, Hutson, &

He, 2008; Bloom, Hutson, He, & Robinson, 2011; Hutson, 2006). The researcher contends that this empowerment suggests a transformative relationship between instructor leadership and student self-leadership. The core attribute of instructor leadership is the ability to effectively empower learning (Katzenmeyer & Moller, 2001). Manz and Neck (2004) posit self-leadership is empowering yourself for personal excellence. Komives et al. (2007) affirm, "Relationships are the key to leadership effectiveness" (p. 32) and "transforming leadership is that both leaders and followers raise each other to higher ethical aspirations and conduct" (p. 54).

The purpose of this study was to explore the perceptions of classroom instructors and how they describe their teaching experiences in a retention intervention program. The researcher desired to know how these classroom instructors perceived their role, experienced instructional leadership, and sought to facilitate self-leadership in their students. Specifically, how an appreciative mindset inspired transformational leadership, encouraged transformational teaching, and aspired to influence transformational learning. There are two primary research questions which guide this study:

1. How does this teaching experience help instructors develop an identity as leader?
2. How does appreciative advising help instructors experience teaching as leading?

Utilizing a qualitative instrumental case study design and applying an interpretivist research paradigm, a total of eleven past and current instructors are interviewed employing online Email and Instant Messaging (IM)/Chat as a means of data collection (Briggs & Coleman, 2007). The interview protocol advances the online data collection method through two separate, individual, semi-structured interviews. The

primary mode of inquiry consists of open-ended questions. The researcher is interested in exploring how these instructors describe their perceptions of their teaching experience "in their own words." In the progression of the analysis, the researcher utilizes the constant comparative method from which several categories and themes emerge. Finally, the participant's interview responses are in their "own words." They are analyzed and interpreted through the lens of leading, learning, and, teaching as transformative processes.

Summary of Data Analysis

In this section, the researcher will emphasize the relationship of applicable literature to the data analyses. The research questions are posed to assist the researcher in determining the classroom instructors' perceptions of (a) how this teaching experience assisted them in developing an identity as leader, and (b) the role of appreciative advising in seeing teaching as leading. Both are described through the lens of an appreciative mindset. Additionally, the data revealed discussion on the instructors' perceptions of the transformative processes of leading, learning, and teaching in facilitating positive student outcomes. Generally, the desired end result of the college experience for students is graduation. This expectation is the prevailing norm as most Americans agree that college level studies are necessary for prosperity and advancement (Baum & Ma, 2007; Glisczinski, 2007; Kramer, 2007; Pascarella & Terenzini, 2005). When students are on academic probation—earning below a 2.0 GPA on a 4.0 scale—they are at risk of non-completion. Instructors who teach in this retention intervention programs are challenged to advance the intentionally designed curriculum to enable student success. As instructor

leaders, they must intentionally advocate for student empowerment and influence student self-leadership. Campbell & Nutt (2008) maintain helping students stay in school and on the path toward the achievement of their education and career goals is an intentional process.

The conceptual framework used in this research demonstrates how instructors as teachers and students as learners collaboratively progress from academic probation to academic retention. Integral to the leading, learning, and teaching experiences is an appreciative mindset. An appreciative mindset seeks to inspire students, through instructor leadership, to acquire the transformation in attitudes and behaviors necessary to be academically and developmentally successful in the college experience. The instructor leader, possessing an appreciative mindset, desires for students to practice self-leadership. This may assist them in returning to academic good standing concluding in degree completion.

Research Question One:
How does this teaching experience help instructors develop an identity as leader?

Teaching in this retention intervention program involves implementation of an intentional curriculum designed to return students on academic probation to academic good standing. Integral to the facilitation of this learning experience is how these classroom instructors perceive their role in this teaching experience. Specifically, how they self-identify in the execution of that role. According to Fearon (1999), identity is a process by which one comes to define themselves to themself (personal) and to others (social). For educators Danielewicz (2001) posits, “What makes someone a good teacher

is not methodology, or even ideology. It requires engagement with identity, the way individuals conceive of themselves so that teaching is a state of being, not merely ways of acting or behaving" (p. 3). To achieve the objectives of this retention intervention program, the researcher argues that instructors must reach beyond transmittal of course content to include qualities associated with leadership. Therefore, their identity or their beingness is that of a leader. Unfortunately, data analysis revealed only one participant explicitly identifies themself as a leader. A review of the data suggests this may be due to limited or contrary definitional assumptions. However, 73 percent of the instructors stated they perceive themselves a leader when teaching. This is evidenced in their interview responses by their cumulative descriptions of executing that role as in fact that of a leader. Therefore, the researcher argues that teaching in this retention intervention program can help instructors develop an identity as leader.

Generally, leadership is defined as an influencing process. Even though these instructors use a variety of terms to describe the process, they all agree their purpose in this teaching experience is to impact student success. Student success is measured by an institutionally acceptable grade point average (GPA). For many students increasing their GPA demands a change in attitude and behavior. This change is a progressive and dynamic movement away from negative proclivities that stunt achievement toward positive inclinations that encourage success. All of the instructors are in agreement. This often requires intentional persuasion on the part of instructors for students to experience transformational learning. In the classroom, this teaching technique is referred to as instructional leadership where teaching is leading. It is relational involving a mutual

agreement between the instructor and student for one to teach and for one to learn. It is similarly reciprocal. It is necessarily inspirational and intentional (Farr, 2012; Institute for Educational Leaders, Inc., 2001; Ubi-bien, Maslyn, & Ospina, 2012).

Instructional leadership encourages transformational change. In this setting, the instructor leader not only provides guidance and enhances motivation, but engages students in effectively achieving positive academic and developmental outcomes. All of the research participants agree that their role in the teaching experience involves influencing, facilitating, and guiding students to seek positive change in their attitudes and behaviors. The instructors unanimously state that their primary purpose for teaching is to support students with resources that facilitate success. The second most cited purpose was to encourage student self-awareness. This is interpreted as an inroad toward developing self-leadership by which students might lead themselves to success.

The researcher found that for several of the instructors, their reasons for teaching in a retention intervention program are tied to their personal undergraduate academic experiences. These often negative and lonely experiences frame their desire as instructors to impact student success. This retention intervention program calls instructors to encourage students to see past obstacles and to envision opportunities. These instructors believe they have a personal responsibility to provide students on academic probation with an opportunity to raise their GPAs, thus avoiding academic suspension by returning to academic good standing. This acknowledges the relational aspect of the instructor-student dynamic where instructors empathize with students' academic struggles and unhappiness. The path to success emerges when rapport and trust

are established giving students a sense of a meaningful, caring relationship. Instructors believe sharing personal experiences of self-development in the face of failure a useful tool, especially when referencing how changing attitudes and behaviors can achieve desired positive outcomes.

As an instructor leader, influencing student learning defines the role. The instructor leader does not hand responsibility for student outcomes over to others. Inspiring students to engage in the construction of new realities is the goal of transformational learning. The instructor leader encourages students to redefine their perceptions of themselves and their environment including the need to change their attitudes and behaviors. Based on integrative insights from the researchers understanding of the data and literature, the researcher believes there is a correlation between what the instructors perceive as their role, their purpose for teaching in this retention intervention program, and their general identity as a leader.

Research Question Two:
How does appreciative advising help instructors experience teaching as leading?

Prior to this study, the researcher made the incorrect assumption that most of the classroom instructors were aware of the undergirding role appreciative advising played in the retention intervention program. Unfortunately, the data revealed nine of the 11 instructors were unfamiliar with appreciative advising and its relevance to the program. A major complaint from instructors was no knowledge of appreciative advising was provided other than the Appreciative Advising Inventory (AAI). After the instructors were asked to review the AAI prior to the second interview, only three of the 11 thought

it an effective retention strategy and only four of the 11 thought it significant to their teaching experience. However, six of the 11 instructors thought the AAI a useful tool in having students assess their strengths and defining those academic and developmental areas which challenge them. Although the majority of instructors were not acquainted with appreciative advising, the researcher contends they innately understood its core philosophy. Based on their personal commitment and teaching experiences in this retention intervention program, it may interpreted that they possess an appreciative mindset.

An appreciative mindset encourages instructors to apply positive, active, and attentive listening and questioning skills when engaging students. Bloom, Hutson, He, and Robinson (2011) offer a model for positively impacting the college learning experience by adapting an appreciative mindset rooted in positive psychology. As exemplars of the appreciative mindset, the instructors sought to inspire and ignite the desire in students to be academically successful. Considering Bass (1990), the researcher infers these instructors are essentially asked to become instructional leaders and transformational change agents. According to He, Hutson, and Bloom (2010), "The term *appreciative* describes both the advisor and the student uncovering and valuing the strengths and passions that they have brought with them to the…relationship" (p. 35). It is the intentional curriculum, experiential reciprocity, and appreciative relationship between instructor and student that contributes to student success.

As previously stated, the majority of instructors perceive themselves a leader when teaching. According to the Institute for Educational Leaders (2001) teacher

leadership thus became seen as “one of the most powerful determinants of student achievement….” (p. 6). Teachers who are leaders are engaged in the process of holistic guidance whereby the whole student completes the process as a naturally expected outcome (Harris, Lowery-Moore, & Farrow, 2008). Appreciative advising is fully student centered with the teacher as a facilitator of learning. The objective of appreciative advising is to locate areas of needed growth for the student based on current strengths and past successes (Bloom et al., 2009); the instructor as leader facilitates actions to promote growth in student learning (Blase & Blase, 2000, 2004). Being an instructor leader is in consonance with the theoretical framework of appreciative advising. When these instructor leaders incorporate appreciative advising into their pedagogy they impart knowledge by means of an appreciative mindset to impact student success.

Appreciative advising is infused in the transformative nature of instructional leadership. When instructors teach to lead they desire to proactively influence a student’s academic and developmental outcomes by positively changing their attitudes and behaviors. This entails the transformative processes of learning, teaching, and leadership. Appreciative advising allows students to give themselves permission to envision success as goals are demystified and possibilities are seen as achievable (NACADA, 2006). It is the design of this retention intervention program for classroom instructors to employ the intentional curriculum in their teaching experience to enhance students’ learning experiences. This corresponds to the meaning of instructional leadership. The instructor leader actively reflects on desired learning outcomes and implements the transformational

teaching strategies of appreciative advising to influence transformational learning in students culminating in transformative change.

The instructors in this retention intervention program were charged with the goal of having students take responsibility for their learning. Concrete, achievable goals are stressed with students accepting responsibility for implementation and completion. Challenging students to striving to be the best that they can be is the mantra which drives the framework. Appreciative advising advances courage as a value worth possessing. It is more than anything about self-leadership and the pride engenders by successfully negotiating your existence, however situational and context driven it is. All of these efforts are designed to assist in academic success programs and serve as a catalyst for effective institutional retention. Based on integrative insights from the researchers understanding of the data and literature, the researcher believes instructional leadership support an appreciative advising pedagogy. Therefore, the researcher argues that when this pedagogy is embraced by the retention intervention instructor, teaching became leading.

Transformative Processes

The data analyses reveal the majority of instructors perceive some relationship between teaching and learning, teaching and leading, and learning and leadership in their teaching experiences. Several conceded a ternary relationship. This is significant because the instructors also suggest these processes are transformative. Instructors see their purpose as impacting student success and in this retention intervention program that is accomplished by facilitating a change in student attitudes and behaviors. When these

instructor leaders practice transformational teaching, they influence transformational learning (Mezirow, 2009), and therefore exemplify transformational leadership (Bass, 1985).

According to Daloz (1999), teachers who practice transformational teaching are conceptualized as leaders and agents of change. Bonwell and Eison (1991) concur maintaining transformational teaching is an approach to teaching which integrates knowledge learned in course content with personal experiences as a means for creating positive life-long changes in students' lives. As previously detailed, these instructors place great value in sharing their personal experiences citing it central to their pedagogy.

For students on academic probation, transformative learning occurs when they are able to change attitudes and behaviors that have produced negative academic outcomes to more positive outcomes resulting in a return to academic good standing. In order for students on academic probation to be engaged in this process, they must accept the possibility of greater achievement. The instructors in this program expressed the necessity to empower their students to envision success. Empowering students is integral to transformational learning and incorporates the relational tendencies of instructional leadership and transformational teaching. It moves authority from the teacher to a shared expression of valued opinions with students. Piper and Mills (2007) acknowledge that the applicability of models that intentionally facilitate student success can guide personnel who put students at the center of learning to share in the process by enhancing their own self-reliance. Promoting self-learning is a reciprocal experience. Many of the

instructors express they accept this reciprocity as a testament of willingness to also progress.

Instructor leaders stress concrete, achievable goals with students. Students are encouraged to accept responsibility for implementation and completion. This helps students feel empowered. Becoming empowered is a reflective experience requiring a shift in thoughts and actions. It involves heightened self-awareness, acceptance of personal responsibility, subjective appreciation of strengths and skills, and capacity for self-leadership (Habley et al., 2010; Lowenstein, 1999; Truschel, 2008). Of these, self-leadership best enables expressions of personal power in achieving success. All of the instructors indicate they believe leadership, as a skill, can be taught, but it also needs to be practiced. Manz and Neck (2004) argue, "It is the ability and willingness of students to take control and responsibility for their learning that determines the potential for self-direction" (p. 274). Self-directed learning enhances personal leadership knowledge and effectively prepares students to become lifelong learners able to meet future leadership challenges (Bennis, 2003; Candy, 1991; Ericksen, 2007). To experience this success, students must lead themselves to succeed. As Barbuto (2005) states, internal motivation correlated to transformational behaviors.

All of the instructors said they wanted their students to experience success and felt self-leadership allows students to own their success. Self-leadership is the capability to utilize strategies to influence and motive ones' self to achieve in appropriate and effective ways (Manz & Neck, 2004). In this program, a sense of personal ownership by students for their learning experience is seen as the greatest responsibility they have to

themselves. Bradshaw, O'Brennan, and McNeely (2008) suggest five core competencies that promote success and school completion: (a) positive sense of self, (b) self-control, (c) decision-making skills, (d) a moral system of belief, and (e) prosocial connectedness. Instructors as leaders can be instrumental in facilitating this process. By practicing instructional leadership they can inspire self-leadership in students, encourage transformative change, and even influence outcomes. However, changing one's status from academic probation and to academic good standing requires students to be actively responsibility, own their circumstances, and exert control over outcomes. Without their personal commitment change and investment in positive consequences success remains unattainable. As Merzirow (2004) posits, transformative learning is "to help these adults acquire the insight, ability and disposition to realize this potential in their lives" (p. 69).

The assumption is leadership can be taught, one can influence the development of self-leadership, and self-leadership can positively affect retention. Bass and Riggio's (2006) Full Range of Leadership Model's (FRL) basic assumptions are (a) for leadership to be transformational it must be virtuous and ethical (authentic vs. inauthentic); (b) it is more charismatic (House, 1977) than transactional (Burns, 1978); (c) it is not hierarchal, but can be executed at any level; (d) leaders listen to, motivate, influence, and empower followers; (e) committed followers exceed conventional expectations achieving extraordinary results; (f) transformational leadership can be taught and learned. Komives et al. (2007) affirm, "Relationships are the key to leadership effectiveness" (p. 32) and "transforming leadership is that both leaders and followers raise each other to higher ethical aspirations and conduct" (p. 54). Classroom instructors in this retention

intervention program were challenged with the responsibility to encourage transformative change. Therefore, based on integrative insights from the researchers understanding of the data and literature, the researcher believes instructional leadership can facilitate transformative changes in students by encouraging self-leadership in their students.

Discussion

The data analyses indicate that the classroom instructors in this retention intervention program foremost desire for their students to succeed academically and developmentally in their college experiences. For many this is based on their own academic failures as undergraduates and the lack of institutional support they received. The instructors express a need to give back by sharing these experiences and modeling success. The importance and reciprocity in sharing experiences is not taken for granted and becomes a reciprocal activity. It is articulated as a feeling of personal responsibility to convince these students that achieving better academic performance is possible but requires the ability to practice self-leadership. Bloom et al. (2008) maintain that student success is predicated on a reciprocal relationship that is a positive experience for both advisor and student. Leadership is defined as a process of influence over others and self-leadership is defined as the process of influencing oneself to actualize self-direction and self-motivation in the performance of positive outcomes (Manz, 1986; Manz & Sims, 1989; Manz & Neck, 2004). Patterson (1995) argues, in the classroom this actualizes as transformational teaching which employs innovative practices to develop reflective, self-critical, and independent thinkers. Empowering students to reach beyond normal expectations encourages exceptional performance and optimal learning.

For the majority of instructors, their perceptions of their role in this teaching experience aligns with the programs' mission to support students on academic probation by facilitating strategies designed to increase academic achievement. Although various designators were assigned to describe their role, all instructors pronounced themselves a leader when teaching. As instructor leaders, they interpret their obligation to students as more dynamic than the transfer of knowledge and development of academic talent. They understand their role includes facilitating a change in students' attitudes and behaviors (Saunders, 2003). This is necessary for the progression from the negative outcome of academic probation to the positive outcome of returning to academic good standing by increased GPAs. Therefore, when teaching they lead through influence, persuasion, inspiration, motivation, encouragement, engagement, guidance, and appreciation. It is through their own professed attitude and behavior that leadership becomes a transformational function in the classroom that inspires transformational learning experiences for students. This involves integrating knowledge learned in course content with personal experiences as a possible means for creating positive life-long changes in students' lives.

One of the strategies embedded in the intentional curriculum of this retention intervention program is appreciative advising—a counseling approach calculated to build on personal strengths instead of concentrating on improvements to weaknesses. Although no specific knowledge on the theoretical framework of appreciative advising was provided by the program to the instructors during the course of this study, the researcher asserts that the instructors intuitively and deductively utilize elements of the

strategy in their teaching. This is through the possession of an appreciative mindset. The data analyses reveal an intuitive awareness of appreciating students where they are and deducing the transformative power of that consciousness. Therefore, appreciative advising becomes a tool for transformational teaching. As practitioners of transformational teaching, these instructor leaders elevate their interactions with students by enhancing the potential in their students and celebrating the achievement of more affirming attitudes and behaviors (Bloom, 2002; He, Hutson, & Bloom, 2010). This is the power of transformational leadership. The data analyses indicate that 91percent of the instructors perceived a relationship between the transformative processes of learning, teaching, and leadership. The researcher provides an integrated framework supporting the alignment of the categories and themes that emerged from the data analysis with the study's three primary research questions research questions (Appendix J).

Limitations of the Study

There are several limitations particular to this study. Variations in the levels of teaching backgrounds and skillsets of participants posed one limitation. These variations affect the depth of responses due to lack of exposure and experience. Still, this diversity provides an excellent opportunity for more in-depth analysis because of the lack of homogeneity. The fact that the results of the data analysis cannot be generalized offers another possible limitation. This is a result of several perceptions of reality being recognized through the participants' distinct responses to the interview questions. Creswell (1998) posits, "The 'voice of the participants in the study' is found in the quotes which may denote similar and/or different perspectives" (p. 170). Although the results of

the data analysis cannot be extended to wider populations with the same degree of certainty as quantitative analyses, it is noted that in qualitative research replication is not mandatory.

A major limitation was the lack of observations and focus groups as instruments for data collection. Due to issues raised by participants and program administrators related to privacy, confidentiality, and anonymity no demographic or self-identifying information was secured from the participants. As a consequence of the same concerns for students (although not a focus of the study) and the program's mandatory attendance requirement, permission was not granted to the researcher for in-classroom observations of instructors. Therefore extensive field notes are not available. However, this does not minimize the effectiveness of the interviews with regards to answering the research questions.

One of the most obvious limitations is the glaring lack of supportive literature from peer reviewed journal. According to Sampson (2012), "For findings that have no literature to provide a basis for interpretation, the researcher may also suggest alternate explanations based on integrative insights from his or her understanding of the field" (p. 56). Therefore, the researcher is of the opinion that the originality and quality of the research will lessen this limitation. Additionally, although it might not answer everything that someone may want to know about the research topic this study provides opportunity for further growth of research in this area.

Finally, a limitation of a particular concern to many is the absence of observable non-verbal cues during the online interview process. The use of online interviews is

considered sterile by some as it lacked face-to-face communication. The prevailing assumption is that these facial gestures and body movements lend themselves to fruitful analysis "which support the understanding of meaning" (Bold, 2012, p. 117). Although the benefits have been stated, the researcher maintains that missing observable non-verbal cues during the interview process did not intrude on the value of the collected data. The major advantage was the nature of online "chat" format excluded the need for transcription and the verbatim text was analyzed. There was no need to have the interviewees verify content or meaning. The researcher notes the director of Research Compliance encouraged the use of IM/Chat as a data collect procedure stating this method could simulate the fluidity found in face-to-face interviews (Appendix K).

To support this method of data collection, the researcher offers the following personal statements regarding online chat. Though not a question related to the research questions, the participants were asked to provide feedback regarding this method of interviewing, what they liked and/or disliked. The researcher thinks it important to share each response, rather than a summary of their answers, to get the entire flavor of the opinions since this is such a new method of data collection. The following are their responses:

> *Samoi*: I appreciated the flexibility of the chat and email method. I was able to participate more on my terms. I am more of a face to face person and it may have been quicker to speak the answers. However, the electronic methods truly were convenient.

> *Isabella*: I particularly didn't care for this style of chat. It seems cumbersome of sorts. I do have chat capabilities, but on yahoo not gmail. It became too much to

try to install it. For me, as a qualitative researcher, I prefer the face to face method - it lets you know if/when people are lying. (just me) I like to see their movements, their body language. Again, it is just me. I'm old fashioned.

Hope: I liked that I could be at home; I could begin a thought and rephrase it; often not as easy in oral conversation; I also had the question right in front of me to refer back to (versus oral conversation). No cons that I see. Good for data collection too....NO TRANSCRIBING!!!!! may need to think about this for my future work..... :)

Beto: I actually enjoyed it, very easy to follow along and review what I said.

Colin: I liked this. I thought it was great.

Jane: I thought it was interesting because my previous experience with qualitative interview methodology in person interviews gives the interviewer opportunity to ask clarify questions to make sure that the interviewer understands the responses. I am also into eye contact and visual cues so this was very different for me. I also do not instant message or text so this format is out of my comfort zone.

Jim: I really liked it a lot. It allowed me to form my thoughts and type them out. Then I could read it and make sure it made sense. Speaking out loud in an interview doesn't allow that luxury. Plus it is brilliant that you do not have to transcribe! No dislikes to report at all for me.

Kelley: um, I have never completed an interview this way. It is challenging because I find myself concerned with spelling and grammar. I like that I can refer back to the question as I am typing my response to ensure that I thoroughly answered the question. It is a very efficient method. Another challenge is that I am unable to ask you to clarify your questions, whereas if we were meeting in person my non-verbals could have assisted you in determining if you should repeat or rephrase the question. I also like that I could do other things while completing the interview. that's it.

Lathan: Personally, I like this format of interviewing. Although, sometimes I have to sit and think a bit, and I'm afraid that when I'm not typing the interviewer

thinks I've gone away or thinks there is a problem with our chat session! I have enjoyed this method of communication!

Sam: I liked the fact it was not too lengthy....your questions were flowing and in the same subject manner. I was easy to access and scheduling was great. I was able to assess from home. Its innovative and thoughtful that Chatting is an option to provide feedback for research

Phillipa: I really enjoyed this method. It allowed me to be more reflective. Although there was a time schedule, I did not feel rushed. I could also review my answer to make sure I was saying exactly what I meant.

Implications for Practice

Habley and Schuh (2007) explored the subject of retaining students through a reconsideration of the completion paradigm. They suggest, "Perhaps the time has come to revisit the retention paradigm and broaden it to shift the focus from institutional retention rates to student success rates" (p. 355). From the beginning, the researcher was intrigued with the concept of appreciative advising as a strategy for improving retention rates. This study is the first to examine the use of appreciative advising in a retention intervention program by instructors who identify as leaders.

The results of this study have implications for higher education. When educators talk about educational leadership, the main and often only focus is the development of K-12 administrators. Even at institutions of higher education, the curriculum is formatted around issues of principal and superintendent leadership, leadership in teacher education, and executive MBA leadership programs. Any dialogue or programming on college and university campuses for the development of student leadership is often relegated to the

executive positions in student organizations, sororities and fraternities, student government associations with leadership academies that surface under the purview of campus activities programming and boards.

Appreciative advising as a theoretical framework which focusing on building positive behaviors and attitudes around personal strengths instead of concentrating on improving weaknesses, contributes to a more holistic advising approach It emphasize to the student their proven capabilities and capacity for change. Appreciative advising, similar to an organizations use of appreciative inquiry, allow a proactive conversation on successes as it recovers within the student the original commitment they experienced when they first entered college which may

However, several conversations with other instructors suggest that this is solely a job for them, with no interest in student outcome. Some are unclear of their role outside of teaching content; a few instructors express dismay at the process and students; while others exude confidence in themselves and their students' ability to achieve. Yet, rarely does the topic of leadership as a skill set integrating teaching and learning occur. There is a need for this conversation. Utilizing a framework in college retention and academic success programming that encompasses instructor leadership as part of its intentional curriculum may assist appreciative advising as a tool for positive transformation change.

Implications for Theory

Several retention theories that inform the intervention strategies used by the program cited in this study are noted. This programmatic approach to retention employs Copperrider and Stravros's (1987) appreciative inquiry (AI) infused with Glasser's

(2000) reality therapy, Bandura's (1997) social cognitive theory, and Covey's (1989) personal success model. Together, they are designed to encourage students to disengage from attitudes and behaviors that negatively impact motivation and performance (Bloom et al., 2008). According to Kamphoff, Hutson, Amundsen, and Atwood (2007) the theoretical framework includes personal responsibility, positive affirmations, goal setting/life planning, and self-management. Hall (2008) states, although the appreciative advising movement may still be in its infancy, some programs have had great success in using this model with low-performing students.

Another retention model of interest is the Learning Partnerships Model introduced by Baxter Magolda and King (2004). It explains how college students become aware of their own learning and construction of knowledge. This theory defines learning as accepting the role personal beliefs have in shaping one's perspectives and the synergetic interchange of perspectives with others in creating their reality and their position within that reality. The Learning Partnerships Model (LPM) supports self-authorship [self-leadership] by guiding learners to accept their capacity to mutually construct knowledge and by empowering their autonomy in the process. The LPM is a rejection of authority-dependent learning and a validation of self-learning as a means to compose ones' own reality. These researchers endorse self-authorship as a central goal for higher education.

Both of these theoretical frameworks offer a holistic and transformational educational practice. The researcher advances a tentative theory encapsulating both of these transformational models. This tentative theory would be a hybrid but suggests a different approach. Where both are student-centered, appreciate advising promotes the

reciprocity of learning between the teacher and student, while the Learning Partnerships Model (LPM) supports more independent learning. Where appreciative advising does not theoretically espouse instructional leadership, neither does the LPM. However, both retention models theoretically advocate for student self-authorship/self-leadership. The researcher proposes pedagogy based on the ternary transformative processes of learning, teaching, and leadership. This new theory would recognize that change in academic performance is best accomplished when both the instructor and student are involved in the process.

Recommendations for Future Research

Based on the data analyses summary, applicable literature, and implications two recommendations for further research are proposed. These suggestions for future inquiry and further action may expand the knowledge in this field. These new directions for research are: (a) the creation of an Appreciative Advising Leadership Inventory (AALI) for instructors, (b) the expansion of research on Appreciative Leadership in retention intervention initiatives, (c) a study on the perceptions of students in a retention intervention and how they describe transformational changes during their learning experiences, and (d) an exploration background and demographics of classroom instructors in a retention intervention program. This study is the beginning of this research.

The creation of an Appreciative Advising Leadership Inventory (AALI) for instructors is an element worth investigating. Its proposed purpose is to help instructors identify their strengths as leaders and support the incorporation of that identity into the

teaching experience. This may contribute to the development of self-leadership among students in pedagogical contexts, heightened student academic success, and increased student retention. Likewise, such an instrument can be used to measure the impact of instructor leadership awareness. This role as leader and its inherent meaning may influence student self-leadership. It may lead to increased retention as it focuses on the instructors' intentional attitude toward the students' usage of self-leadership whereby accepting personal responsibility for their own learning compels them toward academic success.

Another consideration for future research would be an expanded look at appreciative leadership in retention intervention initiatives. It is a very recent movement with application mainly in organization development, but is easily applicable to the organization of intentional curriculums at institutions of education dealing with issues of attrition. Like appreciative advising, it is based on appreciative inquiry and the power of positive thinking. Instructors who are appreciative leaders desire to facilitate a learning experience in which students want to change their thinking—when you change thinking you can change circumstances. Instructors who are appreciative leaders aim to create positive changes that provide results. This recognizes the strengths in the instructor leaders' humanity. Faith in the future defines appreciate leadership. Helping others overcoming obstacles, whether internal or external, is an affirming, appreciative process. The appreciative leader finds happiness in encouraging others to see the promise of being exceptional to themselves. Although higher education is addressing its delivery systems through increased dependence on technology and business models, it has also made some

changes in how faculty and students relate. As an appreciative leader, instructors may understand the potential in influencing student self-leadership; by actively integrating the assets of appreciative advising into their pedagogy the appreciative leader aspires to encourage transformational change.

A study on the perceptions of students in a retention intervention and how they describe transformational changes during their learning experiences may also be of interest. This study explored the instructors' perspectives; an investigation of the students' perspectives would provide additional data universities could utilize in their scrutiny of increasing attrition rates. Student perspectives open a window for discussion on whether they felt encouraged and inspired to seek a change in their attitudes and behaviors. Data may surface that confirms the efficacy of appreciative advising as a tool for transformational teaching.

Finally, knowledge on the background and demographics of classroom instructors in a retention intervention program might expand the interpretation of the data. This may include, but is not limited to certain predispositions and/or diversity of belief systems and how they affect instructor choices and decisions. These various considerations for future research may help institutions to understand why they are losing students.

Conclusion

What has driven the researcher's interest in this study is a desire to know what makes students succeed: personally and academically. This interest extends back to college days, through a professional career, and into current doctoral studies. The researcher always voiced concerned for those students who are labeled "at-risk," whether

actual, an exemplar of stereotype threat, or by design. As an instructor who taught in a retention intervention program, the researcher is intrigued by this study because her personal mission as a teacher is to lead by encouraging students to change their attitude and therefore inspiring positive, responsible behavior resulting in improved academic achievement. The researcher hopes this is the learning experience of students in retention intervention programs. However, it will be from a future study of students' perceptions of their learning experience whether instructor leaders possessing an appreciative mindset actually achieve that goal.

This study explores the use of an appreciative mindset by instructor leaders as a possible tool for transformational teaching in a retention intervention program. It also expands the discourse to include transformational learning and transformational leadership creating a ternary prescription for student success. The researcher believes that a progressive change-initiative like this has the potential to decrease attrition and more effectively facilitate a return to academic good standing by students on academic probation. Accepting this responsibility elevates both teaching-learning ideals and teacher-student motivation resulting in what the researcher refers to as a pedagogy of transformation. Instructors who embrace transformational leadership understand transformational teaching is necessary for transformational learning to occur. This research is also about how instructors negotiate their relationship with students through self-perceived identities and how these identities are perceived to be instrumental in student success and achievement—how does a sense of oneself as a leader influence another to self-leadership. Ericksen (2007) and Manz and Neck (2004) posit that

personal leadership involves self-reflection to increase self-awareness and self-directed learning which requires inner-directedness and self-motivation. The researcher believes this will prove a valid strategy in orienting teachers to reframe a sense of self to help students succeed. In this study, impacting student success was the declared by the instructors as the main purpose for teaching in this retention intervention program.

This purpose of this study was to explore the perceptions of classroom instructors and how they describe their teaching experiences in a retention intervention program. In response to the research questions the data reveals: (a) all of the instructors identified as leaders when teaching due to the role's implied meaning of teaching beyond course content to imparting knowledge that may directly influencing positive academic outcomes; and, (b) although unfamiliar with the theoretical framework of appreciative advising, instructors did experience teaching as leading owing to an innate appreciative mindset that intuitively creates opportunities for students to assess their strengths and deductively creates plans for success. Additional data reveals by incorporating instructional leadership in the classroom these instructor leaders sought to facilitate transformative change in their students by encouraging self-awareness, self-appreciation, and self-leadership.

Contribution to the Literature

Every year millions of students enroll in degree-granting institutions, and every year millions of students fail to persist and unfortunately relinquish enrollment. In an effort to curb attrition and increase retention and graduation rates, colleges and universities have developed various intervention programs designed to raise awareness,

address the complex and complicated matters pertinent to attrition, and ultimately impact student academic standing with positive academic achievement. The issue of low academic performance and unsuccessful retention cut across all socio-economic, gender, racial, ethnic, cultural, ability, and sexual orientation profiles, although some demographics are more acutely effected by situational disparities, academic performance preparedness and resiliency, and context driven persistence. Padilla (1999) states that "…research has shown that completing a college degree is a complex process involving many factors, including personal and institutional characteristic, family background, economic, precollege educational achievement, student motivation, and the quality of effort that students exert in pursuing their degree (p. 132)."

This study makes several contributions to the scholarship on the proactive relationship between instructional leadership in retention intervention programs and at-risk students. If instructors conceive of their teaching role, not only as imparting course content knowledge, but identify as leaders who may influence positive change in student attitudes and behaviors, then success instead of failure may be a significant outcomes. This outcome would be heighted retention and lowered attrition, with an increase in the removal of students from academic probation and establishment of good academic standing. If the students embrace the responsibility for their own learning then by self-leadership they can change their own attitudes and behaviors. Using their "own words," the researcher describes the participants' perceptions of their teaching experiences in a retention intervention program at a public university in the southeastern United States. Specifically, the identity they assign to their role in the teaching experience, their use of

appreciative advising as an intervention strategy, and how they perceive changes in the attitudes and behaviors of students a transformative process in the teaching experience.

The researcher asserts that this study contributes to the literature on retention intervention as there is minimal attention in the literature on appreciative advising, or possessing an appreciative mindset, as a retention intervention strategy utilizing instructional leadership. Habley and Schuh (2007) call for a reexamination of the traditional institutional and policy implications of current intervention paradigms. They suggest redefining what is meant by student success. Considering changing student demographics and the often contemporary non-linear pathways to and through college, Habley and Schuh also insist institutions must expand their methods of intervening to retain students. It is hoped that this study will provide a basis for consideration by those working with retention initiatives the positive power of leadership training for these instructors. The research suggests reframing the importance of leadership in the classroom. Ericksen (2007) and Manz and Neck (2004) posit that personal leadership involves self-reflection to increase self-awareness and self-directed learning which requires inner-directedness and self-motivation. The researcher desires for the study to make a substantive and innovative contribution to the scholarship regarding its relevance to the execution of retention intervention strategies, with purposeful leadership training for instructor mandatory and eventually normative.

Significance of Research

There are a myriad of obstacles to degree completion: institutional, environmental, financial, social, and personal; each specific, each contextual, each

situational, each porous, each real. However, irrespective of disproportional advantage and disadvantage, why do some students achieve academic success through degree attainment and others fail to achieve by relinquishing or abandoning this primal goal of the college experience? Further, what is it that intrinsically supports and encourages this success? Additionally, what strategies, methods, models, programs, etc. can be utilized to manage and sustain this success in those whose strengths are compromised by lack of resolve, motivation, persistence, and resiliency?

This research has served to introduce the problem of college student attrition and the possibility of a credible, sustainable solution employing appreciative advising through an appreciative mindset. Additionally, employing instructional leadership in the teaching experience with the desire to encourage student self-leadership in the learning experience is a transformative and relational process. This study is significant because leadership projects optimism and forward movement. These are qualities that improve the human condition. Through purposeful communication, the instructor leader can provide guidance and opportunities for students to realize what they need to achieve positive change. The researcher posits leadership a process of negotiating concurrent efforts by which all parties involved are elevated to a clearer understand of purpose; it is always communicative and reciprocal. As leaders, instructors can seek to create transformational learning experiences that may possibly influence change in the attitudes and behaviors of their students away from negative proclivities toward positive academic and developmental outcomes. This is a relational and transformational function which may

empowers self-leadership, an exemplar of self-empowerment. This is the desire of the instructor leader who engages an appreciative mindset.

With the current issues in attrition, retention, and completion rates, heightened awareness of the interdependent nature of transformational learning, teaching, and leadership, could produce a positive, profitable, and productive yield (Anding, 2005; Beck, 2009; Baumgartner, 2001, 2012; Chickering & Reisser, 1993; Kegan, 1994; Komives, Lucas, and McMahon 2007; Mezirow, 1991; Quinn, 1996). Ultimately this study is about evolution. It asks how instructors perceive they may influence students to aspire to be their best self. Students are asked to transform their thinking. It is about how an appreciative mindset, which innately incorporates appreciative advising, desires to influence transformational learning, encourage transformational teaching, and inspire transformational leadership. A core tenet of all transformative processes is change, whether personal, organizational, society, or globally. Many share the view that even development, whether over time or with age, is change (Merriam, 2004). This suggests that change is fundamental to all life processes. The researcher hopes this study heightens awareness of the interdependence of transformational leading, learning, and teaching in programs hoping to produce more positive academic outcomes for students and reduce potentially negative consequences such as academic probation.

Epilogue

This study complements the lived experiences of Ruth Reese, the researcher, as a classroom instructor in a retention intervention program. Identifying as an instructor leader who seeks to empower students on academic probation, I affirm an appreciative

mindset can be a tool for transformative processes. A curriculum immersed in the strengths-based strategies of appreciative advising can induce transformational learning. I assert by intentionally embracing transformational leadership in the classroom, instructors aspire to inspire transformational changes in students resulting in positive academic outcomes. I believe this pedagogy can empower both: instructors' mindfulness of student success as a possibility of their instructional leadership; and students' practice of self-leadership by accepting responsibility to change negative attitudes and behaviors.

REFERENCES

Abernathy, T., & Engelland, B. T. (2001). The effects of frequency, recency and academic prowess as moderators of service quality evaluations for collegiate academic advising. *Marketing Management Journal, 11*(2), 97-107.

Anding, J. M. (2005). An interview with Robert E. Quinn entering the fundamental state of leadership: Reflections on the path to transformational teaching. *Academy of Management Learning & Education 4*(4), 487-495.

Angelino, L. M., Williams, F. K., & Natvig, D. (2007). Strategies to engage online students and reduce attrition rates. *The Journal of Educators Online, 4*(2).

Antonakis, J. (2012). Transformational and charismatic leadership. In D. V. Day & J. Antonakis (Eds.). *The nature of leadership* (2nd ed.) (pp. 256-288). Los Angeles: Sage Publications.

Antonakis, J., & House, R. J. (2002). An analysis of the full-range leadership theory: The way forward. In B. J. Avolio & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (pp. 3-33). Boston: JAI.

Archibald, R. B., & Feldman, D. H. (2011). *Why does college cost so much?* New York, NY: Oxford University Press.

Association of American Colleges and Universities. (2007). College learning for the new global century. *Report from the National Leadership Council for Liberal Education & America's Promise*. Washington, DC. Retrieved from

http://www.aacu.org/leap/documents/GlobalCentury_final.pdf

Astin, A.W. (1977). *What matters most in college: Four critical years*. San Francisco: Jossey-Bass.

Astin, A.W. (1993). *What matters most in college: Four critical years revisited*. San Francisco: Jossey-Bass.

Astin, A. W., & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change.* Battle Creek, MI: W. K. Kellogg Foundation. [Online]. Retrieved from leadership%20reconsidered[1].pdf

Balduf, M. (2009). Underachievement among college students. *Journal of advanced academics, 20*(9), 274-294.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1989). Human Agency in Social Cognitive Theory. *American Psychologist, 44*, 1175–1184.

Barbuto, J. E. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership & Organizational Studies, 11*(4), 26-40.

Barbuto, J. E., Story, J. S., Fritz, S. M., & Schinstock, J. L. (2011). Full range advising: Transforming the advisor-advisee experience. *Journal of College Student Development, 52*(6), 656-670.

Bass, B. M. (1985), *Leadership and performance beyond expectations*. New York, NY:

Free Press.

Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York, NY: The Free Press.

Bass, B. M., & Avolio, B. J. (1997). *Full range leadership development: Manual for the Multifactor Leadership Questionnaire*. Palo Alto, CA: Mindgarden.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: L. Erlbaum Associates.

Baum, S., & Ma, J. (2007). Education pays: The benefits of higher education for individuals and society. *Trends in Higher Education Series*. Washington, D.C.: College Board. Retrieved from http://www.collegeboard.com/prod_downloads/about/news_info/trends/ed_pays_2007.pdf

Baumgartner, L.M. (2001). An update on transformational learning. *New Directions for Adult and Continuing Education, 2001*(89), *15-24*.

Baumgartner, L. M. (2012). Mezirow's theory of transformative learning from 1975 to present. In E. W. Taylor & P. Cranton (Eds.). *Handbook of transformative learning* (pp. 99-115). San Francisco, CA: Jossey-Bass.

Baxter Magolda, M. B. (1999). *Creating contexts for learning and self-authorship: Constructive-developmental pedagogy*. Nashville, TN: Vanderbilt University Press.

Baxter Magolda, M. B., & King, P. M. (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Sterling, VA: Stylus Publishing.

Bean, J. (1980). Dropouts and turnover: The synthesis and test of a casual model of student attrition. *Research in Higher Education, 12,* 155-187.

Bean, J. (1983). The application of a model of turnover in work organizations to the student attrition process. *The Review of Higher Education, 6,* 129-148.

Bennis, W. (2003). *On becoming a leader*. New York, NY: Basic Books.

Berk, R. A. (2009). Teaching strategies for the net generation. *Transformative Dialogues: Teaching and Learning eJournal, 3*(2), 1-24.

Bland, S. M. (2004). Advising adult: Telling or coaching? *Adult Learning, 14*(2), 6-8.

Blase, J., & Blase J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration, 38*(2), 130-141.

Blase, J. R., & Blase, J. (2004). *The handbook of instructional leadership: How successful principals promote teaching and learning*. Thousand Oaks, CA: Sage.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing, L.L.C.

Bloom, J. L., Hutson, B. L., He, Y., Amundsen, S., Buyarski, C., Christman, P. D.,…Kucharczyk, L. M. (2009). How eight institutions have incorporated appreciative advising. *The Mentor: An Academic Advising Journal, 11*(2). Retrieved from http://dus.psu.edu/mentor/old/articles/090422jb.htm

Bloom, J. L., Hutson, B. L., He, Y., & Robinson, C. (2011). *Appreciative college instruction: Becoming a force for positive change in student success courses.* Champaign, IL: Stipes Publishing, L.L.C.

Bloom, J. L., & Martin, N. A. (2002). Incorporating appreciative inquiry into academic advising. *The Mentor: An Academic Advising Journal*, *4*(3). Retrieved from http://dus.psu.edu/mentor/old/articles/020829jb.htm

Bold, C. (2012). *Using narrative in research*. Los Angeles, CA: Sage.

Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, *46*(5), 554-571.

Bonwell, C., & Eison, J. (1991). Active learning: Creating excitement in the classroom. *ASHE-ERIC Higher Education Report No. 1*. Washington, DC: George Washington University.

Boyer, E. (1990). *Scholarship reconsidered.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Bradshaw, C. P., O'Brennan, L. M., & McNeely, C. A. (2008). Core competencies and the prevention of school failure and early school leaving. *New Directions for Child and Adolescent Development, 122,* 19-32. doi: 10.1002/cd.226

Brawer, F. B. (1996). Retention-attrition in the nineties. ERIC Clearinghouse for Community Colleges. (ERIC Document Reproduction No. ED 393 510).

Braxton, J. M., (Ed.) (2000). *Rethinking the departure puzzle: New theory and research on college student retention.* Nashville, TN: Vanderbilt University Press.

Braxton, J. M., & Hirschy, A. S. (2005). Theoretical developments in the study of college student departure. In A. Seidman (Ed.), *College student retention: Formula for student success* (p. 61-87). Westport, CT: Praeger.

Briggs, A. R. J., & Coleman, M. (Eds). (2007). *Research methods in educational leadership and management* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Campbell, S. M., & Nutt, C. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *Peer Review, 10*(1), 4-7.

Candy, P. (1991). *Self-direction for lifelong learning*. San Francisco, CA: Jossey-Bass.

Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. New York, NY: Brunner-Routledge.

Chemers, M. S., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first-year college student performance and adjustment. *Journal of Educational Psychology, 93*(1), 55-64. doi: 10.2037//0022-0663.93.1.55

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin, 39*(7), 3–7.

Chickering, A.W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.

Church, M. (2005). Integrative theory of academic advising: A proposition. *The Mentor: An Academic Advising Journal, 7*(1). Retrieved from http://dus.psu.edu/mentor/050615mc.htm

Cockell, J., & McArthur-Blair, J. (2012). *Appreciative inquiry in higher education: A transformative force*. San Franscisco, CA: Jossey-Bass.

Cook, A. E., & Rushton, B. S. (2009). *How to recruit and retain higher education students: A handbook of good practice*. New York, NY: Routledge.

Cooperrider, D. L., & Srivastava, S. (1987). Appreciative inquiry in organization life. *Research in Organizational Change and Development, 1*, 129-169. Retrieved from http://www.margiehartley.com/home/wpontent/uploads/file/APPRECIATIVE_INQUIRY_IN_Orgnizational_life.pdf

Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2008). *Appreciative inquiry: Handbook for leaders of change* (2nd ed.). Brunswick, OH: Crown Custom Publishing, Inc.

Courtney, S., Babchuk, W. A., & Jha, L. R. (1995). Life in the classroom: A grounded theory of adult basic education. In B.G. Glaser, *Grounded theory: 1984-1994* (Vol. 2). Mill Valley, CA: Sociology Press.

Covey, S. R. (1989). *The seven habits of highly effective people: Restoring the character ethic.* New York, NY: Simon & Schuster.

Covington, M.V. (1984). The self-worth theory of achievement motivation: Findings and implications. *The Elementary School Journal, 85*(1), 4-20.

Covington, M.V., & Beery, R.G. (1976). *Self-worth and school learning*. New York, NY: Holt, Rinehart, and Winston.

Cranton, P. (2002). Teaching for transformation. *New directions for Adult and Continuing Education, 93*, 63-72. doi: 10.1002/ace.50

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among the five traditions*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods*

approaches (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc.

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

Cross, K. P. (1999). What do we know about students' learning, and how do we know it? *Innovative Higher Education, 23*(4), 255–270.

Cruise, C. A. (2002). Advising students on academic probation. *The Mentor: An Academic Advising Journal.* Retrieved from www.psu.edu/dus/mentor/0201028cc.htm

Cunliffe, A. L. (2001). Managers as practical authors: Reconstructing our understanding of management practice. *Journal of Management Studies, 38*(3), 351-371.

Daloz, L. A. (1999). *Mentor: Guiding the journey of adult learners* (2nd ed.). San Francisco, CA; Jossey Bass.

Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy, and teacher education*. State University of New York Press, Ebook. Retrieved from http://ehis.ebscohost.com/ehost/ebookviewer/ebook/nlebk_66771_AN?sid=c5d0463e-15ff-40b8-b10a-94c259bd289f@sessionmgr104&vid=1

Day, D. V., & Antonakis, J. (Eds.). (2012). *The nature of leadership* (2nd ed.). Los Angeles, CA: Sage Publications.

DeBerard, M. S., Spielmans, G. I., & Julka, D. L. (2004). Predictors of

academic achievement and retention among college freshmen: A longitudinal study. *College Student Journal, 38*(1), 66-80.

Delbanco, A. (2012). College at risk. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/College-at-Risk/130893/?sid=cr&utm_source=cr&utm_medium=en

Denizen, N. K., & Lincon, Y.S. (Eds.). (2003). *Strategies of qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage.

Drucker, P. (1974). Management: Tasks, responsibilities, practices. New York, NY: Harper & Row.

Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study*. A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs. Retrieved from http://nclp.umd.edu/include/pdfs/MSLReport-FINAL.pdf

Dugan, J. P., & Komives, S. R. (2010). Influences on college students' capabilities for socially responsible leadership. *Journal of College Student Development, 51*(5), 525-549. doi: 10.1353/csd.2010.0009

Educational Policy Institute. (2004). *The art of student retention: A handbook for practitioners and administrators.* Austin, TX: W. S. Swail.

Eich, D. (2008). A grounded theory of high-quality leadership programs: Perspectives from student leadership development programs in higher education. *Journal of Leadership & Organizational Studies, 15*(2), 176-187. doi:

10.1177/1548051808324099

Eriksen, M. (2007), Personal leadership conundrum. *Journal of Management Education, 31*, 263-277.

Ericksen, S. C. (1984). *The essence of good teaching*. San Francisco: Jossey-Bass.

Erickson, D. M. (2007). A developmental re-forming of the phases of meaning in transformational learning. *Adult Education Quarterly, 58*(1), 61-80. doi: 10.1177/0741713607305936

Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 119-164). Washington, DC: AERA.

Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco, CA: Jossey-Bass.

Fearon, J. D. (1999). *What is identity (as we use the word)*? Stanford, CA: Stanford University.

Flyvbjerg, B. (2011). Case study. In N. K. Denzin & Y. S. Lincoln (Eds.). *The Sage handbook of qualitative research.* Thousand Oaks, CA: Sage.

Freeman, L. (2008). Establishing effective advising practices to influence student learning and success. *Peer Review*, *10*(1), 12-14.

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.

Fullan, M. G. (1993). Why teachers must become change agents. *Educational Leadership*, *50*(6), 12.

Ginsberg, S. M. (2007). Shared characteristics of college faculty who are effective

communicators. *The Journal of Effective Teaching, 7*(2), 3-20.

Glaser, B. G. (Ed.). (1995). *Grounded theory: 1984-1994* (Vols. 1-2), Mill Valley, CA: Sociology Press.

Glasser, W. (1990). *Reality therapy: A new approach to psychiatry*. New York, NY: Perennial Library.

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. New York, NY: HarperCollins Publishers.

Glickman, C. D., Gordon, S. P., Ross-Gordon, J. M. (2001). *Supervision of instructional leadership: A developmental approach* (6th ed.). Needham Heights, MA: Allyn & Bacon.

Glisczinski, D. J. (2007). Transformative higher education: A meaningful degree of understanding. *Journal of Transformative Education, 5*(4), 317-328. doi: 10.1177/1541344607312838

Gooty, J., Gavin, M., Johnson, P. D., Frazier, M. L., & Snow, D. B. (2009). In the eyes of the beholder: Transformational leadership, positive psychological capital, and performance. *Journal of Leadership & Organizational Studies, 15*(4), 353-367.

Gordon, V. (1994). Developmental advising: The elusive ideal. *NACADA Journal, 14*(2), 71-75.

Gordon, V. N., & Habley, W. R. (Eds.), (2000). *Academic advising: A comprehensive handbook*. San Francisco, CA: Jossey-Bass.

Gordon, V. N., Habley, W. R., Grites, T. J., & Associations. (2008). *Academic advising: A comprehensive handbook* (2nd ed.). San Francisco, CA: Jossey-Bass.

Griffiths, E. (2010). Clearing the misty landscape: Teaching students what they didn't know then, but know now. *College Teaching, 58*, 32-37. doi: 10.1080/87567550903252835

Habermas, J. (1971). *Knowledge and human interest*. Boston, MA: Beacon Press.

Habley, W. R., & Bloom, J. L. (2007). Giving advice that makes a difference. In G. L. Kramer & Associates. *Fostering student success in the campus community* (pp. 171-192). San Francisco, CA: Jossey-Bass.

Habley, W. R., Bloom, J. L., & Robinson, S. (2012). *Increasing persistence: Research-based strategies for college student success*. San Francisco, CA: Jossey-Bass.

Habley, W. R., & McClanahan, R. (2004). *What works in student retention? Two-year public colleges*. Iowa City, IA: ACT.

Habley, W. R., & Schuh, J. H. (2007). Intervening to retain students. In G. L. Kramer & Associates. *Fostering student success in the campus community*. San Francisco, CA: Jossey-Bass.

Habley, W., Valiga, M., McClanahan, R., & Burkum, K. (2010). *What works in student retention? Fourth national survey report for all colleges and universities*. Iowa City, IA: ACT, Inc. Retrieved from http://www.eric.ed.gov/PDFS/ED510474.pdf

Hagedorn, L. S. (2005). How to define retention: A new look at an old problem. In A. Seidman (Ed.), *College student retention: Formula for student success* (pp. 89-106). Westport, CT: Praeger.

Harms, P. D., & Credé, M. (2010). Remaining issues in emotional intelligence research:

Construct overlap, method artifacts, and lack of incremental validity. *Industrial and Organizational Psychology, 3*, 154–158. doi: 10.1111/j.1754-9434.2010.01217.x

Harper, S. R., & Quaye, S. J. (Eds.). (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York, NY: Routledge.

Harris, M., & Cullen, R. (2008). Observing the learner-centered class. *Florida Journal of Educational Administration & Policy, 1*(2), 57-66.

Harris, S., Lowery-Moore, H., & Farrow, V. (2008). Extending transfer of learning theory to transformative learning theory: A model for promoting teacher leadership. *Theory into Practice*, *47*(4), 318-326.

Hausar, W. J., & Bailey, T. M. (2011). Projection of Educational Statistics to 2019. *U.S. Department of Education, National Center for Education Statistics*. Washington, DC. Retrieved from http://nces.ed.gov/pubs2011/2011017.pdf

He, Y. (2009). Strength-based mentoring in pre-service teacher education: A literature review. *Mentoring & Tutoring: Partnership in learning, 17*(3), 263-275. doi: 10.1080/13611260903050205

He, Y., Hutson, B. L., & Bloom, J. L. (2010). Appreciative team building in a learning organization: The story of a small group of thoughtful and committed advisors. *NACADA, Monograph Series*, November 20. http://www.nacada.ksu.edu/

Hersh, R., & Merrow, J. (2005). *Declining by degrees: Higher education at risk.* New York, NY: Macmillan.

Herber, M. S. (1998). *Perspective transformation in preservice teachers* (Unpublished doctoral dissertation). University of Memphis, Memphis, TN.

Hoskins, B. J. (2010). The Art of E-Teaching. *The Journal of Continuing Higher Education*, *58*(1), 53-56. doi: 10.1080/07377360903524641

House, R. (1977). A 1976 theory of charismatic leadership. In J. G. Hunt & L. L. Larson (Eds.), *Leadership: The cutting edge* (pp. 189-207). Carbondale, IL: Southern Illinois University Press.

Howell, N. G. (2010). *Appreciative advising from the academic advisor's viewpoint: A qualitative study.* The University of Nebraska-Lincoln, 154 pp. *ProQuest Dissertations and Theses.* Retrieved from http://search.proquest.com/docview/220154039?accountid=14604. (220154039).

Huber, M. T. (2002). Faculty evaluation and the development of academic careers. *New Directions for Institutional Research, 114*, 73–81.

Hunter, M. S., & E. R. White. (2004). Could fixing academic advising fix higher education? *About Campus, 9*(1), 20-25.

Hutson, B. L. (2006). *Monitoring for success: Implementing a proactive probation program for diverse, at-risk college students.* The University of North Carolina at Greensboro. *ProQuest Dissertations and Theses,* 189 pp. Retrieved from http://search.proquest.com/docview/305282691?accountid=14604. (305282691).

Hutson, B.L. (2011). *An Introduction to the Appreciative Advising Inventory.* [PDF document]. Retrieved from https://blackboard.uncg.edu

Hutson, B. L., & Bloom, J. L. (2007). The impact of appreciative advising on student

success. *National Center for the first Year Experience Esource for College Transisitons, 5*(1), 4, 7.

Institute for Educational Leaders, Inc. (2001). *Leadership for student learning: Redefining the teacher as leader.* Washington, DC: Task Force on Teacher Leadership.

Kamphoff, C.S., Hutson, B.L., Amundsen , S.A. , & Atwood, J.A. (2007). A motivational/empowerment model applied to students on academic probation. *Journal of College Student Retention: Research, Theory, and Practice, 8*(4), 397-412. Retrieved from http://baywood.metapress.com/media/f2pnuglhmh956by3rpfm/contributions/9/6/5/2/9652854334281j06.pdf

Katzenmeyer, M., & Moller, G. (2001). Awakening the sleeping giant: Helping teachers develop as leaders (2nd ed.). Thousand Oaks, CA: Corwin Press.

Kegan, R. (1982). *The evolving self: Problem and process in human development*. Cambridge, MA: Harvard University Press.

Kegan, R. (1994). *In over our heads: The demands of modern life*. Cambridge, MA: Harvard University Press.

Kegan, R. (2000). What form transforms? A constructive-developmental approach to transformative learning. In. J. Mezirow (Ed.). *Learning as transformation: Critical perspectives on a theory in progress* (pp. 35-69). San Francisco, CA: Jossey-Bass.

Kelly, A. P., & Schneider, M. (Eds.) (2012). Getting to graduation: The completion

agenda in higher education. Baltimore, MD: The Johns Hopkins University Press. Retrieved from http://muse.jhu.edu/books/9781421406930

Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). Rethinking the "L" word in higher education: The revolution in research on leadership. *ASHE Higher Education Report, 31*(6). San Francisco, CA: Jossey-Bass.

Killion, J., & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches.* Oxford, OH: National Staff Development Council.

King, P. M. (2003). Student learning in higher education. In S. R. Komives, D. B. Woodard, & Associates, *Student services: A handbook for the profession (*4th ed.) (pp. 234-268). San Francisco, CA: Jossey-Bass.

Kinzie, J. (2005). *Promoting student success: What faculty members can do* (Occasional Paper No. 6). Bloomington, IN: Indiana University Center for Postsecondary Research. Retrieved from http://nsse.iub.edu/institute/documents/briefs/DEEP%20Practice%20Brief%206%20What%20Faculty%20Members%20Can%20Do.pdf

Komives, S. R., Dugan, J. P., Owen, J. E., Slack, C., Wagner, W., & Associates. (2011). *The handbook for student leadership development* (2nd ed.). San Francisco, CA: Jossey-Bass.

Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2006). A leadership identify development model: Applications from a grounded theory. *Journal of College Student Development, 9*(4), 401-418.

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring leadership: For college*

students who want to make a difference (2nd ed.). San Francisco, CA: Jossey-Bass.

Komives, S. R., Woodard, D. B., & Associates. (2003). *Student services, A handbook for the profession* (4th ed.). San Francisco, CA: Jossey-Bass.

Kramer, G. L., & Associates (2007). *Fostering student success in the campus community*. San Francisco, CA: Jossey-Bass.

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). *Student success in college: Creating conditions that matter.* San Francisco, CA: Jossey-Bass.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.

Lagemann, E. C., & Lewis, H. R. (2012). *What is college for?: The public purpose of higher education*. New York, NY: Teachers College Press.

Lau, L. K. (2003). Institutional factors affecting student retention. *Education, 124*(1), 126–136.

Lichtman, M. (2010). *Qualitative research in education: A user's guide* (2nd ed.). Los Angeles, CA: Sage Publications, Inc.

Light, R. (2001). *Making the most of college*: *Students speak their minds*. Cambridge, MA: Harvard University Press.

Light, R. J. (2004). Changing advising through assessment. *NACADA Journal, 24*, 7-16.

Lonabocker, L. M., & Wager, J. J. (2007). Connecting one-stop student services. In G. L. Kramer & Associates (2007). *Fostering student success in the campus community* (pp. 120-144). San Francisco, CA: Jossey-Bass.

Lopez, S. (Ed.). (2008). *Positive psychology: Exploring the best in people* (Vol. 3).

Westport, CT: Praeger.

Lopez, S. J. & Snyder, C. R. (Eds.). (2009).*Oxford handbook of positive psychology*. Oxford, UK: Oxford University Press.

Lotkowski, V., Robbins, S., & Noeth, R. (2004). The role of academic and non-academic factors in improving college retention. *ACT Policy Report*. Retrieved from http://www.act.org/research/policymakers/pdf/college_retention.pdf

Lowe, A., & Toney, M. (2000-01). Academic advising: Views of the givers and takers. *Journal of College Student Retention: Research, Theory and Practice, 2*(2), 93-108.

Lowenstein, M. (1999). An alternative to the developmental theory of advising. *The Mentor: An Academic Advising Journal, 1(*4). Retrieved from http://dus.psu.edu/mentor/991122ml.htm

Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journa*l, *25*(2), 65-73.

McMillan, J. H., & Schumacher, S. (2001). *Research in Education: A conceptual introduction*. New York, NY: Longman.

Mangin, M. M., & Stoelinga, S. R. (Eds.). (2008). *Effective teacher leadership: Using research to inform and reform*. New York, NY: Teachers College Press.

Manz, C.C. (1986). Self-leadership: Toward an expanded theory of self-influence processes in organizations. *Academy of Management Review, 1*(3), 585-600.

Manz, C. C., & Neck, C. P. (2004). *Mastering self-leadership: Empowering yourself for*

personal excellence (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Manz, C. C., & Sims, Jr., H.P. (1989). *SuperLeadershp: Leading others to lead themselves*. New York, NY: Prentice Hall Press.

Martin, T. L., Calabrese, R. L. (2011). Empowering at-risk students through appreciative inquiry. *International Journal of Educational Management, 25*(2), 110-123.

Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York, NY : Harper & Row, Publishers.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Megerian, L. E., & Sosik, J. J. (1996). An affair of the heart: Emotional intelligence and transformational leadership. *The Journal of Leadership Studies, (3)*3, 31-48. doi: 10.1177/107179199700300305

Meloy, J. M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2nd ed.). Mahway, NJ: Lawrence Erlbaum Associates, Publishers.

Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

Merriam, S. B. (2004). The role of cognitive development in Mezirow's transformational learning theory. *Adult Education Quarterly, 55*(1), 60-68. doi: 10.1177/0741713604268891

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Merriam, S. B., Cafarella, R. S., & Baumgartner. (2007). *Learning in adulthood: A*

comprehensive guide. San Francisco, CA: Jossey-Bass.

Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative & qualitative approaches*. Thousand Oaks, CA: Sage Publications.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

Merizow. J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education, 74*, 5-12. doi: 10.1002/ace.7401

Mezirow, J. (2000). Learning to think like an adult: Core concepts in transformative theory. In J. Mezirow (Ed.) *Learning as transformation: Critical perspectives on a theory in progress* (pp. 3-33). San Francisco, CA: Jossey-Bass.

Mezirow, J. (2004). Forum comment on Sharan Merriam's "The role of cognitive development in Mezirow's transformational learning theory." *Adult Education Quarterly, 55*(1), 69-70. doi: 10:1177/0741713604268892

Mezirow, J., Taylor, E. W., & Associates. (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. San Francisco, CA: Jossey-Bass.

Moxley, D., Dumbrigue, C., & Najor-Durack, A. (2001). *Keeping students in higher education: Successful practices & strategies for retention*. London, UK: Kogan Page.

National Academic Advising Association (NACADA). (2006). Concept of academic advising. Retrieved from:

http://www.nacada.ksu.edu/clearinghouse/advisingissues/Concept-Advising.htm

Newman, M. (2012). Calling transformative learning into question: Some mutinous thoughts. *Adult Education Quarterly, 62*(1), 36-55.

Newman, F., Couturier, L., and Scurry, J. (2004). *The future of higher education: Rhetoric, reality, and the risks of the market*. San Francisco, CA: Jossey-Bass.

Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.) Thousand Oaks, CA: Sage.

O'Brien, L. T., Mars, D. E., & Eccleston, C. (2011). System-justifying ideologies and academic outcomes among first-year Latino college students. *Cultural Diversity and Ethnic Minority Psychology, 17*(4), 406-414. doi:10.1037/a0025436

O'Meara, K., & Braskamp, L. (2005). Aligning faculty reward systems and development to promote faculty and student growth. *NASPA Journal, (42)*2, 223-240. doi:10.2202/1949-6605.1474

Oyserman, D., Bybee, D., & Terry, K. (2006). Possible selves and academic outcomes: How and when possible selves impel action. *Journal of Personality and Social Psychology, 91*(1), 188-204. doi:10.1037/0022-3514.91.1.188

Padilla, R. V. (1999). College student retention: Focus on success. *Journal of College Student Retention, 1*(2), 131-145.

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.

Pascarella, E., & Terenzini, P. (1979). Interaction effects in Spady's and Tinto's conceptual models of college drop out. *Sociology of Education, 52,* 197-210.

Pascarella, E., & Terenzini, P. (1991). *How college affects students*. San Francisco, CA: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research.* San Francisco, CA: Jossey-Bass.

Patterson, C. E. P. (1995). Transformational teaching: An examination of classroom leadership. *The Journal of Leadership Studies, 2(*2).

Paulsen, M. B., & St. John, E. P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. *The Journal of Higher Education, 73*(2), 189-236. doi: 10.1353/jhe.2002.0023

Peterson, C., Maier, S. F., & Seligman, M. E. P. (1993). *Learned helplessness: A theory for the age of personal control*. New York, NY: Oxford University Press.

Piantanida, M., & Garman, N. B. (2009). *The qualitative dissertation: A guide for students and faculty* (2nd ed.). Thousand Oaks, CA: Corwin.

Piper, T. D., & Mills, R. A. (2007) Learning partnerships. In G. L. Kramer & Associates, *Fostering student success in the campus community* (pp. 217-235). San Francisco, CA: Jossey-Bass.

Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. *Journal of College Student Development, 44*(6), 797-812.

Pizzolato, J. E. (2005). Creating crossroads for self-authorship: Investigating the provocative moment. *Journal of College Student Development, 46*(6), 624-641.

Positive Psychology Center, (n.d). Retrieved from http://www.ppc.sas.upenn.edu/

Prussia, G. E., Anderson, J. S., & Manz, C. C. (1998). Self-leadership and performance

outcomes: The mediating influence of self-efficacy. *Journal of Organizational Behavior*, *19*(50), 523-538.

Quantz, R. A., Rogers, J., & Dantley, M. (1991). Rethinking transformative leadership: Toward democratic reform of schools. *Boston University Journal of Education, 173*(3).

Quinn, R. E. (1996). *Deep change: Discovering the leader within*. San Francisco, CA: Jossey-Bass.

Ridgell, S. W., & Lounsbury, J. W. (2004). Predicting academic success: General intelligence, "bigfive" personality traits, and work drive. *College Student Journal*, *38*(4), 607-618.

Robbins, S. B., Oh, I., Le, H., & Button, C. (2009). Intervention effects on college performance and retention as mediated by motivational, emotional, and social control factors: Integrated meta-analytic path analyses. *Journal of Applied Psychology, 94*(5), 1163-1184. doi: 10.1037/a0015738

Rosch, D., & Kuse, M. (2010). What do we mean when we talk about “leadership?” *About Campus.* doi: 10.1002/abv.20040

Rost, J. C. & Barker, R. A. (200). Leadership education in colleges: Toward a 21st century paradigm. *Journal of Leadership & Organizational Studies, 7*(1), 3-12. doi: 10.1177/107179190000700102

Saunders, M. D. (2002-2003). Institutionalized retention activity: Toward a theory-based model. *Journal of College Student Retention: Research, Theory, and Practice, 4*(4), 329-335. Retrieved from

http://baywood.metapress.com/media/570cd1fyyl1kyhbwmj13/contributions/k/1/b/y/k1byu0dnfl7vf8pb.pdf

Schram, T. H. (2006). *Conceptualizing and proposing qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc.

Schuh, J. H. (2005). Finances and retention: Trends and potential implications. In A. Seidman (Ed.). *College student retention: Formula for student success* (pp. 277-293). Westport, CT: Praeger.

Scott, D., & Morrison, M. (2007). *Key ideas in educational research*. New York, NY: Continuum.

Seidman, A. (Ed.). (2005). *College student retention: Formula for student success.* Westport, CT: American Council on Education/Praeger.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York, NY: Teachers College Press.

Seligman, M. E. P. (1990). *Learned optimism*. New York, NY: Pocket Books.

Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY: Free Press.

Shirley, J. V. (2012). *The impact of appreciative advising on community college transfer students.* Western Carolina University. *ProQuest Dissertations and Theses*, Retrieved from http://search.proquest.com/docview/1023811618?accountid=14604. (1023811618).

Slavich, G. M. (2006). Transformational teaching. In T. Zinn, B. Saville, & J. Williams (Eds.), *Essays from e-xcellence in teaching: 2005 (Vol. 5)*. Washington, DC: American Psychological Association.

Smith, E. J. (2006). The strength-based counseling model. *The Counseling Psychologist, 34*(13). doi: 10.1177/0011000005277018

Smyth, T. (2005). Respect, reciprocity, and reflection in the classroom: Gateways to experience. *Kappa Delta Pi Record, 42*(1), 38-41.

Spady, W. G. (1971). Dropouts from higher education: Toward an empirical model. *Interchange, 2*(3), 38-63.

Srivastva, S., Cooperrider, D. L., & Associates. (1990). *Appreciative management and leadership: The power of positive thought and action in organizations*. San Francisco, CA: Jossey-Bass Publishers.

Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist, 52*(6), 613-629. doi:10.1037/0003-066X.52.6.613

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Swann, W. B. (1987) Identity negotiation: Where two roads meet. *Journal of Personality and Social Psychology, 53*(6), 1038-1051. doi: 10.1037/0022-3514.53.6.1038

Swail, W. S., Redd, K. E., & Perna, L. W. (2003). Retaining minority students in higher education: A framework for success. *ASHE-ERIC Higher Education Report, 30*(2). Retrieved from http://www.studentretention.org/pdf/Swail_Retention_Book.pdf

Taylor, E. W. (2000). Analyzing research on transformative learning theory. In J. Mezirow (Ed.) *Learning as transformation: Critical perspectives on a theory in progress* (pp. 285-328). San Francisco, CA: Jossey-Bass.

Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education, 26*(2), 173-191.

Taylor, M. A., Fischer, J. M., Taylor, L. (2009). Factors relevant to the affective content in literature survey: Implications for designing an adult transformational learning curriculum. *Journal of Adult Education, 38*(2), 19-31.

Thompson, S. C., Gregg, L., & Niska, J. M. (2004). Professional learning communities, leadership, and student learning. *Research in Middle Level Education Online, 28*(1). Retrieved from http://www.nmsa.org/Publications/RMLEOnline/tabid/101/Default.aspx

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45,* 89-125.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition.* Chicago, IL: The University of Chicago Press.

Tinto, V. (1997). Classrooms as communities: exploring the educational character of

student persistence. *Journal of Higher Education, 68*(6), 599-623. doi: 10.2307/2959965.

Tinto, V. (2000). Linking learning and leaving: Exploring the role of the college classroom in student departure. In J. M. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 81-94). Nashville, TN: Vanderbilt University Press.

Tinto, V. (2005). Epilogue: Moving from theory to action. In A. Seidman (Ed.), *College student retention: Formula for student success* (pp. 317-333). Westport, CT: Praeger.

Titus, M. A. (2006). Understanding college degree completion of students with low socioeconomic status: The influence of the institutional financial context. *Research in Higher Education, 47*(4). doi: 10.1007/s11162-005-90000-5

Trombley, C. M. (2000-2001). Evaluating students on probation and determining intervention strategies: A comparison of probation and good standing students. *Journal of College Student Retention, 2*(3), 239-251.

Truschel, J. H. (2007). Using appreciative inquiring in advising at-risk students: Moving from challenge to success. *The Mentor: An Academic Advising Journal, 9*(3). Retrieved from http://dus.psu.edu/mentor/old/articles/070706jt.htm

Truschel, J. H. (2008). Does the use of appreciative advising work. *Learning Assistance Review, 13*(2), 7-16.

Uhl-bien, M., Maslyn, J., & Ospina, S. (2012). The nature of relational leadership: A multitheoretical lens on leadership relationships and processes. In D. V. Day & J. Antonakis (Eds.), *The nature of leadership* (2nd ed.) (pp. 289-330). Los

Angeles, CA: Sage Publications.

Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education, (46)*2. doi: 10.1007/s11162-004-1598-1

Valentine, J. C., Hirschy, A. S., Bremer, C. D., Novillo, W., Castellano, M. & Banister, A. (2011). Keeping at-risk students in school: A systematic review of college retention programs. *Educational Evaluation and Policy Analysis, 33*(2), 214-234. doi: 10.3102/0162373711398126

Vowell, F. (2007). Engaging faculty to foster student development. In G. L. Kramer & Associates. *Fostering student success in the campus community* (pp. 318-339). San Francisco, CA: Jossey-Bass.

Watkins, J. M., Mohr, B., & Kelly, R. (2011). *Appreciative inquiry: Change at the speed of imagination* (2nd ed.). San Francisco, CA: Pfeiffer.

Wells, K. (2011). *Narrative inquiry*. Oxford, UK: Oxford University Press.

Whitney D., & Trosten-Bloom, A. (2003). *The power of appreciative inquiry: A practical guide to positive change*. San Francisco, CA: Berrett-Koehler.

Wilson, M. E. (2004). Teaching, learning, and millennial students. *New Directions for Student Services, 106*, 59-71. doi: 10.1002/ss.125

Yacapsin, M. (2006). *Instructor leadership in higher education: An examination of its relationship to curricular approaches in the classroom.* The University of Nebraska-Lincoln. *ProQuest Dissertations and Theses,*178 pp. Retrieved from http://search.proquest.com/docview/305274324?accountid=14604. (305274324).

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles, CA: Sage Publications.

Zimmerman-Oster, K., & Burkhardt, J. C. (1999). Leadership in the making: A comprehensive examination of the impact of leadership development programs on students. *The Journal of Leadership Studies, 6*(3/4), 50-66. doi: 10.1177/1071791999900600304

APPENDIX A

PROGRAM COURSE SYLLABI

Strategies for Academic Success 100

Course Description

SAS 100 is an eight week, early intervention course designed to assist academic probationary students to achieve greater success at [redacted] and beyond. Through utilization of strategies which strengthen skills required for greater academic, professional, and personal accomplishments, the course will empower students to become proactive, responsible self-advocates for their academic careers and personal goals.

Course Objective

- Increase self-motivation
- Master effective self-management strategies
- Develop mutually supportive relationships
- Maximize student learning
- Learn ways to manage personal life
- Improve creative and critical thinking skills
- Master effective study skills

Class Topics

- Introducing SAS 100
- Creating Your Ideal Life
- Mastering Study Skills
- Setting Short-Term Goals
- Balancing Your Time
- Finding the Resources All Around You
- Managing Stress
- Planning for Academic Success

Strategies for Academic Success 200

Course Description

SAS 200 is an eight week program designed for those students placed on academic probation following a semester of academic good standing at [redacted]. The curriculum will emphasize the development of skills relating to the building of interdependent campus relationships and the enhancement of self-assessment, self-efficacy, and self-advocacy. In addition, it will foster both academic and career goal setting.

Course Objectives

- Identify personal strengths, and describe strategies for further developing them
- Align strengths and interests with academic and career goals
- Describe methods to leverage personal strengths to meet academic challenges
- Practice self-advocacy
- Display the development of interdependent relationships within the campus community

Course Topics

- Introducing SAS 200
- Rediscovering Your Strengths
- Learning Your Letters: Myers Briggs Type Inventory
- Time Well Spent
- Finding the Resources All Around You
- Being Your Own Advocate
- Planning for Academic Success
- Concluding SAS 200

APPENDIX B

ACADEMIC REGULATIONS AND POLICIES

Academic Standing

The Academic Good Standing Policy applies to enrollment during any term, including Summer session. Students may be placed on academic probation, suspended, dismissed, or restored to good standing based on their academic performance during Summer Session. Academic performance for both summer terms is evaluated at the end of Summer Term II. Students may check their academic standing via [redacted].

Students are expected to be aware at all times of their academic status and are responsible for knowing whether or not they are on academic probation.

Academic Good Standing
To continue in academic good standing at [redacted], students must maintain a cumulative grade point average of 1.75 for freshmen (0–29 semester hours completed), and 2.0 thereafter (30 or more semester hours completed).

Academic Probation
Freshmen will be placed on academic probation if their cumulative GPA falls below a 1.75. Sophomores, juniors, and seniors will be placed on academic probation if their cumulative GPA falls below a 2.0.

- Students on academic probation must earn a 2.30 GPA each term including Summer session until academic good standing is restored.
- Students on probation cannot register for more than 13 semester hours in the Fall/Spring semesters and no more than (4) hours in each term of Summer session.

Failure to meet the 2.30 term GPA until good standing is restored will result in academic suspension, if not previously suspended. Students on academic probation after academic suspension or dismissal who fail to meet the 2.30 term GPA will be academically dismissed.

Academic Suspension
Academic suspension from the University will occur as a result of either of the following:

- Freshmen on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75 at the end of their probationary term.

- Sophomores, juniors, and seniors on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.0 at the end of the probationary term.

Students placed on academic suspension are denied permission to enroll for one semester. After a one-semester academic suspension, students may apply for reactivation/readmission to the University.

Academic Dismissal
Academic dismissal will occur as a result of either of the following:

- Freshmen who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75.
- Sophomores, juniors, and seniors who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.0.

Students who have been academically dismissed cannot enroll at [redacted] *One year after an academic dismissal, students may petition the Dean of Undergraduate Studies to return to the University. Approval to continue after academic dismissal is a relatively rare occurrence. If approved, students will return carrying academic probation status. Students must also apply to Undergraduate Admissions to return.*

APPENDIX C

EMAIL RECRUITMENT LETTER

Dear Current and Past SAS Instructors:

Ruth Reese, a doctoral student in Higher Education at UNCG and SAS 100/200 instructor, is at the data collection phase of her dissertation and is inviting you to participate in her research study entitled, *Appreciative Advising - A Tool for Change: An Exploration of Self-Leadership and Retention*.

She is asking you to participate because of your special charge to have students take responsibility for their learning. The research is intended to explore the meaning you make of this teaching experience. The study seeks to answer questions regarding the utilization of appreciative advising in the classroom by the instructor, the inclusion of leadership as a function of that process, and the implications for retention initiatives.

Participation is voluntary with no cost or monetary compensation. This non-experimental research study involves two separate one-hour individual interviews conducted online - participants can choose location in which they respond to questions (home, school, library, etc.). Confidentiality will be maintained during data collection and analysis.

There will be a one-hour orientation at which time full disclosure will be given regarding purpose and procedures of the research study.

The Office of [redacted] and the Student Academic Success program support this project. If you are interested in participating, please contact her at rrreese@uncg.edu.

Thank you.

APPENDIX D

PILOT STUDY INTERVIEW QUESTIONS

Interview Questions I

Cognizant of your status as an instructor in a retention intervention program...

1. Why did you decide to teach this class?
2. How long have you taught this class?
3. Have you had other teaching experiences? If so, how do these experiences compare?
4. How have your experiences affected your perception of your role as an instructor?
5. What do you like about yourself when teaching?
6. How do you think teaching and learning are related?
7. Do you feel you empower your students when you teach? If so, how is that manifested?
8. How do you see yourself as a teacher/instructor in a retention intervention program compared to faculty who teach academic course content in the classroom?
9. What do you believe is your purpose when teaching?
10. What responsibility do students have as learners?
11. How do you perceive your role within the framework of a retention intervention program?
12. Do you perceive yourself a leader when teaching? If so, what does that mean to you?
13. Is there another term or phrase you would use to describe your role in the classroom besides or in addition to teacher/instructor or leader?
14. What impact do you believe you have on the students in your class(es)?
15. Do you see your role as transformational in that you seek to positively improve the lives of your students? If so, how do you interpret transformational teaching?
16. In this context as a teacher/instructor, how do you believe you influence student achievement?

17. How would you define appreciative advising and its use as an intervention strategy? If you don't know what it is, what might you take from the curriculum to explain the concept, simply using the words appreciative and advising?
18. What significance do you assign to appreciative advising in your role as an instructor in a retention intervention program?
19. What relationship, if any, do you see between teaching, learning, and leadership?
20. How do you define leadership?
21. How would you define self-leadership as it relates to the students in your class?
22. What outcome, academic and developmental, do you desire for your students?
23. How do the students inspire you?
24. What personal strength(s) do you believe an instructor should possess that is(are) crucial to student retention?
25. What personal strength(s), as an instructor, do you possess in the classroom?
26. Final question(s): Do you believe you influence your students to seek positive change in attitudes and behaviors? If so, why do you desire to influence change in your students and how do you attempt to achieve that goal?

Interview Questions II

In our previous interview there were 26 questions, in this interview there are only 16. Please provide as in-depth, reflective responses as possible to this set of questions. The interview questions are:

1. How do you believe the Appreciative Advising Inventory (AAI) could be a more useful tool to you as an instructor?
2. If you were to rank the internal assets from the Appreciative Advising Inventory Chart: commitment to learning, positive values, social competencies, and positive identity which do you believe is most important to the students in the retention intervention program and why?
3. Education has embraced teaching as leadership, therefore how can Appreciative Advising help instructors see teaching as leading?

4. As an instructor, how do you ensure students are actively engaged in learning?
5. In the classroom, how do you approach the topic with your students regarding self-development and personal growth?
6. What conversations do you have with students about their academic goals?
7. How would you describe reciprocity in relation to you and your students (ways you both share in the learning and teaching process, where you learn from them as they learn from you)?
8. Do you believe leadership can be taught? If so, how do you teach it in the classroom? If not, why not?
9. How do you stress the need for academic success to your students?
10. What do you feel is the difference between guiding students and influencing them and what do believe you practice?
11. What is meant by students having ownership of their learning and how do you contribute to this?
12. How important is it for students to feel as though they have control over their academic life and how do you assist in that conversation in the classroom?
13. How do you, as instructor, enhance student learning and development?
14. How do you engage students to participate in their own learning and development?
15. How do you get students to focus on their strengths instead of their weaknesses?
16. From your conversations and/or other methods of communication with students in your class, what do you believe they perceive as your role?

Though not a question related to the topic of my study, please provide feedback: What are your thoughts on this method (chat) of interviewing…what did you like and/or dislike?

APPENDIX E

REVISED INTERVIEW QUESTIONS FOR RESEARCH STUDY

Interview Questions I

Please provide as reflective and in-depth responses as possible: Cognizant of your status as an instructor in a retention intervention program...

1. Why did you decide to teach this class?
2. What do you believe is your purpose when teaching?
3. What responsibility do students have as learners?
4. How do you perceive your role within the framework of a retention intervention program?
5. Do you perceive yourself a leader when teaching? If so, what does that mean to you? If not, why not?
6. Do you see your role as transformational in that you seek to positively improve the lives of your students? If so, how do you interpret transformational teaching? If not, why not?
7. What relationship, if any, do you see between teaching, learning, and leadership?
8. How do you define leadership?
9. How would you define self-leadership as it relates to the students in your class?
10. What outcome, academic and developmental, do you desire for your students?
11. Do you feel you empower your students when you teach? If so, how is that manifested?
12. Final question(s): Do you believe you will influence your students to seek positive change in attitudes and behaviors? If so, why do you desire to influence change in your students and how do you attempt to achieve that goal?

Interview Questions II

Please provide as in-depth, reflective responses as possible to this set of questions. There were 12 questions in the first session. I found it necessary to add two additional questions to this session, therefore there are 14 questions. Cognizant of your status as an instructor in a retention intervention program...

1. How would you define appreciative advising and its use as an intervention strategy? If you don't know what it is, what might you take from the curriculum/AAI Chart/instructor orientation to explain the concept, simply using the words appreciative and advising?
2. What significance do you assign to Appreciative Advising in your role as an instructor in a retention intervention program?
3. How do you believe the Appreciative Advising Inventory (AAI) could be a more useful tool to you as an instructor?
4. If you were to rank the four internal assets from the Appreciative Advising Inventory Chart: (1) commitment to learning, (2) positive values, (3) social competencies, and (4) positive identity which do you believe is most important to the students in the retention intervention program and why?
5. Education has embraced teaching as leadership, therefore how can Appreciative Advising help instructors see teaching as leading?
6. As an instructor, how do you ensure students are actively engaged in learning?
7. In the classroom, how do you approach the topic with your students regarding self-development and personal growth?
8. What conversations do you have with students about their academic goals?
9. How would you describe reciprocity in relation to you and your students (ways you both share in the learning and teaching process, where you learn from them as they learn from you)?
10. What do you feel is the difference between guiding students and influencing them and what do believe you practice?

11. What is meant by students having ownership of their learning and how do you contribute to this?
12. How important is it for students to feel as though they have control over their academic life and how do you assist in that conversation in the classroom?
13. How do you engage students to participate in their own learning and development?
14. Last question: How do you get students to focus on their strengths instead of their weaknesses?

Though not a question related to the topic of my study, please provide feedback: What are your thoughts on this method (chat) of interviewing…what did you like and/or dislike?

APPENDIX F

ORAL PRESENTATION SCRIPT

IRB Application
Oral Presentation Script

C.P. Gause, PhD (Principal Investigator)
Ruth Reese (Student Researcher)

Date: September 26, 2011

You are being asked if you want to participate in a qualitative research study. This means that it is based on your responses to two separate individual interviews. The purpose of this study is to explore student leadership, specifically self-leadership as expressed in the classroom by SAS instructors. We want to find out how you, as an instructor in the Student Academic Success (SAS) retention intervention program, make meaning of your experiences and how you perceive your role as teacher.

This research study intends to answer questions regarding the utilization of appreciative advising, the inclusion of leadership as a function of that process, and the implications for retention initiatives. Your responses to the interview questions will be used to develop an appreciative advising leadership inventory.

You have been picked for this study because unlike faculty whose main objective is to teach content with learning the responsibility of the student, the SAS instructors are charged with the goal of having the students take responsibility for their learning. You are asked to inspire your students and ignite the desire to be academically successful. The research questions for this study are designed to determine how the SAS instructors perceive themselves as leaders who function as agents of change impacting and improving the academic lives of their students.

Participation is completely voluntary and open to all current and past SAS instructors who volunteer. This discussion and the piece of paper, your informed consent form, given to you will tell you about the study to help you decide if you want to be part of this research study. Please take time to read the Consent Form now.

This research study employs qualitative approach seeking to examine the teaching experience of SAS instructors through deep descriptions of the experience via individual interviews. The interviews will be conducted online via instant messaging/chat. Participants can choose location in which they respond. Data collection and analysis will be conducted in tandem and will be comprised of interviews conducted during the Fall 2011 academic semester. You are being asked to make an approximately three hour time commitment during that period. This involves a one hour orientation and two hours for

interviews (one hour each - if need arises there will be a one hour follow-up interview). There will be no audio/video recording through the course of this study.

There is no cost to you to participate in the study or payment made for participating in this study.

It is intended that this research study will improve instructor performance and student retention by highlighting the synergetic and reciprocal relationship between appreciative advising and leadership. Instructors who teach the SAS course have a unique opportunity to embrace a leadership role in the classroom which can be transformative for both instructor and student.

Direct benefits to individual participants include heightened awareness of leadership skills and capability to effect/encourage positive attitudes and behavioral changes in students. The benefits to society are increased student retention leading to a more capable and productive workforce, informed and participatory citizenry.

It is unlikely that any procedure in this research study will cause stress, pain (physical, psychological or emotional), or any other unpleasant reaction. However, if you express any overwhelming trauma directly associated with the study their participation in the study will be stopped. Please contact the [redacted] Office of Research Compliance at [redacted] about any research-related injuries.

Your privacy will be protected. To ensure privacy all data and information collected will be password protected and/or secured in a locked file cabinet on the UNCG campus. All information obtained in this study is strictly confidential unless disclosure is required by law. The researchers are mandated to report any abuse which supersedes these confidentiality promises.

You should ask any questions you have before making up your mind. If you decide you want to be in the study you will need to give your consent by signing the piece of paper given to you earlier. Someone next to you will also need to sign this consent form as the witness.

If you decide you do not want to be in the study later, you are free to leave whenever you like without penalty or unfair treatment.

Thank you for your time and listening to my proposal and hopefully you will decide to volunteer and participate in this worthwhile research study.

You may contact me at rrreese@uncg.edu or Dr. C.P. Gause, the principal investigator at cpgause@uncg.edu at any time. Do you have any questions?

APPENDIX G

APPRECIATIVE ADVISING INVENTORY (AAI)

Appreciative Advising Inventory

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1.	I am committed to being a life-long learner.	☐	☐	☐	☐	☐
2.	I am committed to earning a degree.	☐	☐	☐	☐	☐
3.	I attend all my classes.	☐	☐	☐	☐	☐
4.	College is preparing me for a better job.	☐	☐	☐	☐	☐
5.	I have a commitment to self-development and personal growth.	☐	☐	☐	☐	☐
6.	I have a strong desire to get good grades.	☐	☐	☐	☐	☐
7.	At the present time, I am actively pursuing my academic goals.	☐	☐	☐	☐	☐
8.	It is important to help others and I do so on a regular basis.	☐	☐	☐	☐	☐
9.	When challenged, I stand up for my beliefs and convictions.	☐	☐	☐	☐	☐
10.	I take personal responsibility for my actions and decisions.	☐	☐	☐	☐	☐
11.	I have a strong desire to make something of my life.	☐	☐	☐	☐	☐
12.	I'm good at planning ahead and making decisions.	☐	☐	☐	☐	☐
13.	I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.	☐	☐	☐	☐	☐
14.	I believe in myself and my abilities.	☐	☐	☐	☐	☐
15.	I have built positive relationships with my friends.	☐	☐	☐	☐	☐
16.	I feel that I have control over many things that happen to me.	☐	☐	☐	☐	☐
17.	I feel good about being a college student.	☐	☐	☐	☐	☐
18.	I feel positive about my future.	☐	☐	☐	☐	☐
19.	Right now I see myself as being pretty successful.	☐	☐	☐	☐	☐
20.	At this time, I am meeting the goals I have set for myself.	☐	☐	☐	☐	☐
21.	If I should find myself in a difficult situation, I could think of many ways to get out of it.	☐	☐	☐	☐	☐
22.	I can think of many ways to reach my current goals.	☐	☐	☐	☐	☐

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
23.	I feel that my family supports my educational pursuits.	☐	☐	☐	☐	☐
24.	I feel loved by my family.	☐	☐	☐	☐	☐
25.	I value my parents' advice.	☐	☐	☐	☐	☐
26.	I know at least 3 people who work at my university that I can go to for advice and support.	☐	☐	☐	☐	☐
27.	It is important that I not let my professors or teachers down.	☐	☐	☐	☐	☐
28.	I participate in community activities.	☐	☐	☐	☐	☐
29.	Someone outside my family supports my educational pursuits.	☐	☐	☐	☐	☐
30.	My parents support my educational pursuits.	☐	☐	☐	☐	☐
31.	My close friends support my educational pursuits.	☐	☐	☐	☐	☐
32.	My university is a caring, encouraging place.	☐	☐	☐	☐	☐
33.	I feel valued and appreciated by my fellow students.	☐	☐	☐	☐	☐
34.	I have at least 2 adults in my life that model positive, responsible behavior.	☐	☐	☐	☐	☐
35.	My best friends model responsible behavior. They are a good influence on me.	☐	☐	☐	☐	☐
36.	I participate in activities on campus.	☐	☐	☐	☐	☐
37.	It is important for me to consider social expectations while making decisions.	☐	☐	☐	☐	☐
38.	I seek the opinions of my family when faced with major decisions.	☐	☐	☐	☐	☐
39.	I seek the opinions of my friends when faced with major decisions.	☐	☐	☐	☐	☐
40.	The values of my institution are consistent with my own.	☐	☐	☐	☐	☐
41.	I am working hard to be successful.	☐	☐	☐	☐	☐
42.	I have good time management skills.	☐	☐	☐	☐	☐
43.	I turn in all my assignments on time.	☐	☐	☐	☐	☐
44.	I successfully balance my academic pursuits with my personal life.	☐	☐	☐	☐	☐

APPENDIX H

CONSENT TO ACT AS A HUMAN PARTICIPANT

[redacted]

Office of Research Compliance – Institutional Review Board

CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: Appreciative Advising – A Tool for Change: An Exploration of Self-Leadership and Retention

Project Director: C.P. Gause, PhD (Principal Investigator) Ruth Reese (Student Researcher)

Participant's Name: _____

What is the study about?

This is a research project. Ruth Reese, a doctoral student in Higher Education at The University of North Carolina at Greensboro, intends to conduct for her dissertation research a study exploring leadership as expressed in the classroom by those who serve as instructors in the Student Academic Success (SAS) retention intervention program.

The research for this study is designed to investigate the meaning made of the teaching experiences of SAS instructors employing a qualitative approach. **This qualitative approach intends to answer questions regarding the utilization of appreciative advising in the classroom by the instructor, the inclusion of leadership as a function of that process, and the implications for retention initiatives.** Data will be collected through responses to two separate individual interviews. Responses to the interview questions will be used in the development of an Appreciative Advising Leadership Inventory.

Student researcher, Ruth Reese, has explained in the earlier verbal discussion during the recruitment process, the purpose of the study, the procedures involved, and what will be required of you. Any new information that comes up during the study will be provided to you if the information might affect your willingness to continue participation in the project. Participation is totally voluntary. All data will be password protected and/or stored in a locked file cabinet on the UNCG campus. Only the principal investigator and student researcher will have access to collected research data and/or information. Upon conclusion of the study, successful defense of dissertation, and degree conferment all identified paper data, other than consent forms, will be shredded and digital/electronic data erased. Consent forms will be kept for five years then disposed of.

Why are you asking me?

This research study is recruiting voluntary participation from those who serve as instructors (current and past) for the Student Academic Success retention intervention program at [redacted].

Unlike university faculty, whose main objective is to teach content with learning the

responsibility of the student, SAS instructors are charged with the goal of having the student take responsibility for their learning. They are asked to inspire and ignite the desire to be academically successful. The research questions for this study are designed to explore the meaning made of the teaching experience of SAS instructors and how they perceive their role. Participation is open to all current and past SAS instructors who volunteer.

What will you ask me to do if I agree to be in the study?
This is not an experimental study and participation is voluntary.

It is unlikely that any procedure in the study will cause you stress, pain (physical, psychological or emotional), or any other unpleasant reaction. Data collection and analysis will be conducted in tandem and will be comprised of two separate individual interviews conducted during the Fall 2011 semester. Participants are asked to agree to the following time commitment totaling approximately three hours: One hour for an orientation and two hours for interviews (one hour for each interview - if need arises, one additional hour for a follow-up interview). The interviews will be conducted via the internet. Participants can choose location in which they respond. You can contact Ruth Reese at 216-832-6531 or rrreese@uncg.edu with any questions so that you may fully understand what you are consenting to by voluntarily participating in this research study.

Is there any audio/video recording?
There are no plans to use audio/video recording in this research study.

What are the dangers to me?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at 336- 256-1482.

Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by C.P. Gause, Ph.D, the Principle Investigator of the study, who may be contacted at 336-334-3675 or cpguase @uncg.edu.

All information obtained in this study is strictly confidential unless disclosure is required by law. The researchers are mandated to report any abuse which supersedes these confidentiality promises.

Are there any benefits to me for taking part in this research study?
There are no direct benefits to participants in this study.

Are there any benefits to society as a result of me taking part in this research?
The benefits to society may be increased student retention leading to a more capable and productive workforce, informed and participatory citizenry.

Will I get paid for being in the study? Will it cost me anything?
There are no costs to you or payments made for voluntarily participating in this study.

How will you keep my information confidential?
Your privacy will be protected. You will not be identified by name or other identifiable information as being part of this project. [redacted], the SAS program, instructor participants, or students will never be directly referenced. The study will discuss a retention intervention program at a four-year public institution. Fictitious names will be used to protect the identity of all instructor participants. Students are not a focus of this research study. However, if during the course of the interview an instructor should mention a student, and that narrative is germane to the study, then the student will be referenced only as an unnamed student of the fictitiously named instructor.

All data will be password protected and/or stored in a locked file cabinet on the UNCG campus. Only the principal investigator and student researcher will have access to collected research data and/or information. Upon conclusion of the study, successful defense of dissertation, and degree conferment all identified paper data, other than consent forms, will be shredded and digital/electronic data erased. Consent forms will be kept for five years then disposed of.

All information obtained in this study is strictly confidential unless disclosure is required by law. If applicable, the researcher has a legal duty to report abuse that might supersede these confidentiality promises.
For Internet Research: As the interviews will be conducted via instant messaging/chat on the Internet, absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. NOTE: There is no commercial survey tool used for the study.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By signing this consent form you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Ruth Reese.

Signature: _____ Date: _____

APPENDIX I

NOTICE OF IRB APPROVAL

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

OFFICE OF RESEARCH COMPLIANCE
2718 Beverly Cooper Moore and Irene Mitchell Moore
Humanities and Research Administration Bldg.
PO Box 26170
Greensboro, NC 27402-6170
336.256.1482
Web site: www.uncg.edu/orc
Federalwide Assurance (FWA) #216

To: Charles Gause
Teacher Ed/Higher Ed
412 School of Education Building

From: UNCG IRB

Authorized signature on behalf of IRB

Approval Date: 8/29/2011
Expiration Date of Approval: 8/27/2012

RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)
Submission Type: Initial
Expedited Category: 7.Surveys/interviews/focus groups
Study #: 11-0290

Study Title: Appreciative Advising - A Tool for Change: An Exploration of Self-Leadership and Retention

This submission has been approved by the IRB for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

Study Description:

The purpose of this study is to explore instructor leadership, specifically as expressed in the classroom by SAS instructors. Researchers wish to determine how instructors in SAS retention intervention program make meaning of teaching experiences and how they perceive their role as teacher/instructor.

Investigator's Responsibilities

Federal regulations require that all research be reviewed at least annually. It is the Principal Investigator's responsibility to submit for renewal and obtain approval before the expiration date. You may not continue any research activity beyond the expiration date without IRB approval. Failure to receive approval for continuation before the expiration date will result in automatic termination of the approval for this study on the expiration date.

Signed letters, along with stamped copies of consent forms and other recruitment materials will be scanned to you in a separate email. These consent forms must be used unless the IRB hasgiven you approval to waive this requirement.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented (use the modification application available at http://www.uncg.edu/orc/irb.htm). Should any adverse event or unanticipated problem involving risks to subjects or others occur it must be reported immediately to the IRB using the "Unanticipated Problem/Event" form at the same website.

CC:Ruth Reese, Chris Farrior, (ORED), Non-IRB Review Contact, (ORC), Non-IRB Review Contact

APPENDIX J

INTEGRATION OF CONCEPTUAL FRAMEWORK, RESEARCH QUESTIONS, CATEGORIES, & THEMES

ACADEMIC PROBATION (Negative Outcome)

Instructor	LEADERSHP	Student
What is your purpose for teaching in this program? • Student Success	(1) How does this teaching experience help instructors develop an identity as leader?	*What is your purpose for teaching these students?* • Self-Awareness
What is the role of leadership in the classroom? • Influence **Teacher as Leader**	**APPRECIATIVE MINDSET** (2) How does appreciative advising help instructors experience teaching as leading?	*What is the desired outcome of student empowerment?* • Self-Appreciation **Learner as Self-Leader**
What does an appreciative mindset facilitate in the teaching experience? • Engagement **Appreciative Leadership**	**TRANSFORMATIVE CHANGE** (desired outcome) **Appreciative Advising as a Tool for Transformational Teaching`` **	*What is the student's responsibility to themself?* • Owning the Circumstance **Positive Change in Attitude and Behavior**

ACADEMIC RETENTION (Positive Outcome)

- **LEARNING, TEACHING, AND LEADERSHIP ARE ALL RELATIONAL**

Legend: *Conceptual Framework* ***Research Questions*** *Major Categories Emergent Themes Outcome*

APPENDIX K

EXAMPLE OF INSTANT MESSAGING (IM)/CHAT

Chat with [redacted]

[redacted] 12/20/11

to me

8:18 AM **me**: Good morning Erica...are you there?
[redacted]: Yes
Goodmorning
8:19 AM **me**: Wonderful, are you ready to begin?
[redacted]: yes
8:20 AM **me**: Please provide as reflective and in-depth responses as possible.
Cognizant of your status as an instructor in a retention intervention program...
1. Why did you decide to teach this class?
8:24 AM [redacted]: I heard about this course through other staff members and felt it would be beneficial to gain more direct contact with students and to make a greater impact. I want to truly help those students who often in the gaps that exist in higher education and who may simply be dealing with the challenges of life.
"who often fall in the gaps"
8:25 AM **me**: 2. What do you believe is your purpose when teaching?
8:27 AM [redacted]: My main purpose is provide students with resources to be successful and to show them that someone cares about their success. My role is to facilitate the change necessary for them to be successful and to provide study skills and life skills.
8:28 AM **me**: 3. What responsibility do students have as learners?
8:30 AM [redacted]: Students are responsible for their learning. It is vital to their success to take ownership of their own learning that occurs in and outside of the classroom. It is the learners responsibility to digest what is being presented including utilizing the resources provided and even going beyond what is being provided.
8:31 AM **me**: 4. How do you perceive your role within the framework of a retention intervention program?
sorry...continue your answer to numbe three...
8:35 AM [redacted]: My role is to support the academic mission of the university and to utilize all the resources at my disposale to ensure 100% of the students in my course successfully complete this course as well as matriculate through the university. I have a responsibility to the students to truly teach them and to assist them in finding their right path.

8:36 AM **me**: I thought maybe I cut you off when you were answering #3. Dd you complete your response or did you want to add more?
8:38 AM [redacted]: No we can move forward
me: 5. Do you perceive yourself a leader when teaching? If so, what does that mean to you?
8:42 AM [redacted]: Yes. While I believe all teachers have the capacity to lead, not all teachers are leaders. I approach teaching with a transformational leadership framework. My goal is to create an environment for change and transformation - to take a student beyond where they are and move them to where they desire to be. This requires transparency on my part and for them to see themselves as teachers as well as learners. I believe their is no true leadership without succession. Therefore, if my students can't teach what they've learned then they really haven't learned.
8:43 AM **me**: Well that actually ties into the next question:6. Do you see your role as transformational in that you seek to positively improve the lives of your students? If so, how do you interpret transformational teaching?
8:46 AM [redacted]: I would echo my response#5 and add that transformational teaching equips students for life. It isn't just about the subject matter but about life application. Transformational teaching should inspire growth and positive change.
me: 7. What relationship, if any, do you see between teaching, learning, and leadership?

8:51 AM [redacted]: All three are connected, but I'm not sure I can fully articulate the connections. Where there is teaching, learning should take place that produces leadership. I'll have to think about this question more
8:52 AM **me**: OK...we can come back to it.
8. How do you define leadership?

8:59 AM [redacted]: Leadership is an engaging process of enhancing the motivation of others to create positive change and to transform others into leaders.
me: 9. How would you define self-leadership as it relates to the students in your class?
9:03 AM [redacted]: Self-leadership is an interesting term. I prefer self-authorship where a person has the right and authority to write their own story. They take ownership of their learning. I haven't taught SAS at this time, but would make an educated guess that students in this course have made bad choices and/or did the best they could with the information they had at a certain time in their lives. They now have to "pick up the pen and continue writing a new chapter in their lives."
9:04 AM **me**: 10. What outcome, academic and developmental, do you desire for your students?
9:07 AM [redacted]: First, students should successfully complete this course. Success means being fully present, engaging in class discussion, and developing a plan of action for their next steps. Developmentally, they should be able to reflect on their

previous circumstances and identify the road blocks, poor decisions, and identify strategies to avoid them in the future.

me: 11. Do you feel you will empower your students when you teach? If so, how is that
manifested?

9:14 AM [redacted]: In preparing for my class next semester, it is my desire to empower each student. Again, I drive home the points of ownership and authorship. No one else can write your story for you. I heard an Inspiriational teacher say something like, only you have the power to say what goes on in your life. The students will do a project at the beginning of the class where they will begin to create their own autobiography. I will include reflective activities throughout the course.

me: 12. Final question(s): Do you believe you will influence your students to seek positive change in attitudes and behaviors? If so, why do you desire to influence change in your students and how do you attempt to achieve that goal?

9:18 AM [redacted]: I believe I can make a difference and plant the seed of positive change in each of my students. I'm not sure I'll see a complete shift in attitude and behavior in all my student, but I believe in the power of showing people you care and they matter. I plan to be authentic in my approach by sharing my own failures and how I continue to overcome obstacles in my life. I believe students today struggle with the idea of working hard for what you want and seeing the benefits of doing so. I want to assist them in connecting to their life purpose beyond just this time in college

me: Is there anything you would like to add, that you thought about when answering these questions but was not directly asked? Or returning to complete your answer to question #7?

9:20 AM [redacted]: I believe retention intervention programs are truly key. I don't believe it can just happen in isolation of a 8 weeks course, but I believe it is a strong part of the process. Thank you for focusing on this.. I have to run!

me: Dear [redacted], I really appreciate your in-depth responses, passion, and feed-back during this interview. Again, thank you for volunteering to participate in my study. I will chat with you in a couple of days for our second interview session. Also, via email I am sending to you a copy of the Appreciative Advising Inventory and Guide for your review. I am most interested in what are described as the internal assets on the Appreciative Advising Guide. Closing out now and will chat with you soon. Bye, Ruth