

**An Examination of Academic Advisors' Mentoring Experiences and the
Impact on Job Satisfaction**

by

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Abstract

The purpose of this study was to examine the relationship between mentoring relationships and job satisfaction in academic advisors. More specifically, the study focused on the academic advisor as the mentee in the relationship and to see if there was a correlation between that relationship and job satisfaction. Participants were academic advisors in Alabama, who were employed by two- and four-year public institutions. An online survey was sent to all participants to ask about their experience with mentoring as well as their job satisfaction. Correlation tests, t-tests and chi square were all utilized to analyze the relationship between mentoring and job satisfaction as well as the difference in between those who were mentored and those who were not mentored. A correlation was found between mentoring relationship and job satisfaction. Another finding was those who were mentored also mentor others in the field of academic advising. This study also looked at subsections of job satisfaction for academic advisors. This study contributes to the literature about job satisfaction and the relationship to participating in a mentoring relationship for academic advisors. This study also provides additional information about job satisfaction and the subsections of job satisfaction in academic advisors in Alabama.

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List of Abbreviations

JSS Job Satisfaction Survey

NACADA National Academic Advising Association

Chapter 1

Introduction

Mentoring has been paired with transformative learning through the lens of adult education research (Cranton & Wright, 2008; Marmon, 2013; Misawa & McClain, 2019) for quite some time. Research includes information and stories from the perspective of both the mentor and the mentee (Chipping & Morse, 2006; Fletcher, 2007; Hoggan, 2020). With mentoring serving as a facilitator to transformative learning in adult education (Misawa & McClain, 2019), mentors fulfil an important role in the learning process. This study sought to explore the ways mentoring has served academic advisors, who are not only adult learners but also aid other adult learners who are navigating their college experience.

Effective academic advising is a dynamic process that facilitates student development and makes a significant investment in the academic institution and the students (Harrison, 2009). “Good advising may be the single most underestimated characteristic of a successful college experience” argues Light (2001, p. 1). While student retention rates have been a primary focus in institutions of higher education, many institutions have not focused on key factors that affect retention such as academic advisor job satisfaction (Caison, 2005; Kerby, 2015; Kurantowicz & Nizinska, 2016; Rizkallah & Seitz, 2017). An employee’s affective reaction toward his or her job plays an important role in work motivation, behavior, and retention. (Boswell et al., 2009). Thus, employing advisors who have a higher level of job satisfaction, would benefit not only the institution but the students who rely on the advisor.

Statement of the Problem

Mentoring is not a foreign concept in higher education, and through NACADA, programmatic efforts are in existence at the local, regional, national, and international levels

(Faber, 2018). Although academic advisors are encouraged to engage in mentoring relationships through the national advising organization and other avenues, there is not a systemic way to measure the benefits to engaging in a mentoring relationship. Not having a way to measure the benefits of mentoring relationships is a problematic issue because it limits the ability to implement programs, secure funding or defend time away from the primary job to create or support mentoring programs aimed specifically at academic advisors. Previous studies (Blackhurt, 2000; Faber, 2018; Johnson and Zlotnik, 2005) have focused on the academic advisor as the *mentor* in the relationship while this study put the academic advisors as the *mentee* in the mentoring relationship as the center of the study. The voice of the advisors working in the field is rarely heard and included in the research due to lack of time, interest, administrative support, and the technical ability of advisors to conduct research (Aiken-Wisniewski et.al., 2010).

Since effective performance in higher education is measured in terms of graduation and retention rates and the cost associated with low student retention affects individuals, institutions, and the nations (Tinto, 2003), it is imperative to find a way to assist in creating the most effective path through higher education for the student. According to the National Center for Education Statistics (U.S. Department of Education, 2020), only 61% of first-time students enrolled full time seeking a bachelor's degree in the fall semester of 2012 completed the degree within 6 years. Advising is a vital function in higher education (Donnelly, 2006). Harrison (2009) states that effective academic advising facilitates student development which makes it a significant investment in students and the institutions they attend.

In challenging economic times, many companies develop initiatives aimed at

improving employee retention because the cost associated with high employee turnover can impact an organization. According to Chen et al., (2006), employee job satisfaction has a major influence on organizational performance. Lack of employee job satisfaction can lead to high employee turnover, which can affect an organization's bottom line, its productivity, employee morale, and a host of other factors (Buck & Watson, 2002; Love et al., 2010). In academic advising, the bond between advisors and advisees can be more effective when relationships develop over a period of time (Schlosser & Gelso, 2001). If there is high turnover or absenteeism in advising, students will not have the time needed to foster these connections with their advisors. Job satisfaction is therefore vital to academic advising because job dissatisfaction can lead to poor job performance, turnover, and absenteeism (Chen et al., 2006). Additionally, academic advisors reported satisfaction in working and interacting with students (Donnelly, 2006) and it is important to find all the avenues that satisfaction can be increased for the advisor.

Purpose of the Study

The purpose of the research was to examine the relationship between mentoring experiences and job satisfaction for academic advisors in public institutions of higher education in the state of Alabama. This study examined groups of academic advisors who were mentored in the state of Alabama and job satisfaction. Finally, this study considered the possible impact on job satisfaction for academic advisors from the mentoring they experienced.

Mentoring in educational realms has become a rapidly growing field of practice and study (Brondyk & Searby, 2013). This increased interest in mentoring has created in a mindset that "everyone thinks they know what mentoring is, and there is an intuitive believe that mentoring works" (Eby et. al., 2010, p. 7). This study sought to contribute to this growing field of research.

To be proactive in preventing the many problems that stem from lowered job satisfaction such as high turnover, lowered productivity lowered moral, advisors and administrators of advising need basic information regarding differences in satisfaction in advisors (Buck & Watson, 2002; Love et al., 2010). The purpose of this study was to address this deficiency by identifying advisor variables and environmental variables which are related to job satisfaction and, in doing so, contribute important “next steps” in the development of the advising field.

Research Questions

The following research questions were used in this study:

Research Question 1: What percentage of academic advisors in higher education, who responded to the study, have been a mentee in a mentoring relationship?

Research Question 2. What are the job satisfaction levels for academic advisors in higher education?

Research Question 3. To what extent have mentoring experiences influenced job satisfaction for academic advisors?

Research Question 4. What areas of job satisfaction are predicted by mentoring experiences for academic advisors?

Significance of the Study

Based on the high impact academic advisors make on student experience (Tinto, 2006), their job satisfaction is important. Academic advisors may fulfill various roles at their college with access to few resources or access to a mentor. At the time of the dissertation study, quantitative research on academic advisor job satisfaction was minimal (Donnelly, 2006), and there was a gap in the literature of quantitative research on academic advisor job satisfaction.

Definition of Terms

For the purposes of this study, these terms are defined as follows:

1. Academic advising: A process in which representatives of an institution enter a dynamic relationship with students in order to guide academic, social, and/or personal goals through informing, suggesting, mentoring, and teaching (Kuhn, 2008)
2. Academic advisor: A facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of review to other agencies as necessary (Crockett, 1978)
3. Job satisfaction: An emotional, pleasurable experience resulting from the gratification or satisfaction about one's job caused primarily by the interaction of one's perception of the job task and job environment (Locke, 1976)
4. Mentoring: A personal relationship in which a more experienced (usually older) individual acts as a guide, role model, teacher, and sponsor for a less experienced (usually younger) protégé (Johnson et. al., 2000)
5. NACADA: The National Academic Advising Association, an educational organization comprised of members of the academic advising community throughout the United States and abroad.

Limitations

1. The participants in this study were professional advisors at public institutions of higher education. Private institutions were not included in this study.
2. The participants in the study were located in a limited geographic area in the southeast. This limits generalizations to all geographic areas.

3. The contact information was gathered from public websites that may not be maintained in a timely manner. Employee turnover and different methods for updating websites could lead to inaccurate information listed on institution website.
4. Not all personnel who operate as academic advisors have the title of advisor listed on the website. Some academic advisors operate under different titles or no title at all was listed on the website. This information or lack of information could lead to an employee being left out of the survey request.

Delimitations

1. Instructions were given to the participant to choose their most significant mentor as opposed to their most recent mentor which could have impacted their recollection as they answered the questions.
2. When answering if the participant had been a mentor, the question was specific to the field of mentoring a person in the field of academic advising.

Assumptions

1. Participants were honest and truthful in their survey responses. This assumption includes the participant not only being honest but correctly answering the question being asked.
2. Only personnel who operate as academic advisor participated in the study. Some employees could have duties that no longer include academic advising and therefore would not be the target audience.

Organization of the Study

Chapter 1 introduced the study, presenting the problem, purpose, research questions, limitations, and definition of terms. Chapter 2 includes a review of related literature concerning mentoring functions, mentoring benefits, and mentoring types. Chapter 3 reports the procedures

utilized in this study, including the population and sample; two instruments utilized; the data collection process; and the data analysis. The findings of the study are presented in Chapter 4. Chapter 5 includes a summary of the study, conclusions, implications and recommendations for further practice and research.

Chapter 2

Literature Review

History of academic advising

Advising students has been present in higher education in America since the inception of the first colleges. The colleges were based on the English template of Cambridge and Oxford and faculty were mostly clergymen (Rudolph, 1990). The vocational development was a natural occurrence as they were training the students to also be clergymen.

The divide between the English and American higher education models grew as the Revolutionary War was near. The faculty were less involved in academic advising as the needs of the school were growing. This led to the students becoming more free-thinking gentlemen as opposed to exact followers of their instructors (Gillispie, 2003).

Another war changed the approach to academic advising. When World War I began, the U.S. Army used industrial psychology practices to place recruits into occupations based on their skills and intelligence. Universities saw the benefit to those type of psychology practices and realized they could be used on students. Psychometrics in personnel placement was adopted and universities established vocational guidance centers to help the student understand the results of this testing (Gallagher & Demos, 1983).

This value of assessing the student's interest and self-direction continued through World War II. The era of baby boomers arriving to a college campus increased the demand for student advising. Therefore, student development issues became even more popular in the field of higher education as college populations grew (Gordan, 1992).

After World War II, there was an influx of students attending college on the GI Bill. These student veterans were not typical college students and needed student services to match

their unique needs. Through contracts between educational institutions and the Veterans Administration, various types of counseling services were provided to aid these new students (Cook, 2009).

As the diversity of students, courses, and institutions rose, so did the demand for increasingly specialized student services. The services provided by academic advisors today are built on fusion of the historical pieces that brought them to today's college student. Measurement and development are still practiced, but under the microscope of accountability, validity, efficiency, and core values (Gillispie, 2003).

Defining academic advising

Anderson (1997) defined academic advising as “a planning process that helps students to approach their education in an organized and meaningful way” (p. 1). This definition focused on the process of records management in academic advising. To view academic advising as a more holistic service provided by institutions of higher education it can be defined as

“situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. Academic advising takes place in situations where a representative from the institution may give insight to a matter both academic or otherwise and in this case, ‘the nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor or even teach” (Kuhn, 2008, p. 3).

In the foundational textbook on academic advising, it is defined as “a process of teaching students how to become responsible consumers of their own educations. It's also a process that involves teaching students how to make viable academic decisions” (Hovland, 1997, p. 3).

Academic advising involves engaging students to think critically about their academic choices and make effective plans for their educations (Schulenberg & Lindhorst, 2008). This explanation lays the foundation for the study.

Academic advising approach

Advisors are encouraged to have an advising theory that supports their advising approach. Academic advisors can drastically change a student's academic path and so it is imperative that they are well trained, mentored and satisfied in their jobs.

Academic advising has different approaches that can be utilized by an advisor to assist their student. One approach of advising is *developmental advising* which is described as a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals using the full range of institutional and community resources (Crookston, 1994).

Another approach utilized in advising is *intrusive or proactive advising* and this can be particularly useful in at risk students (Varney, 2012). This type of advising was started in the 1970s when Robert Glennen blended counseling and advising into one discipline (Glennen, 1975). Earl (1988) summarized the actions as a deliberate, structured intervention at the first indication of academic difficulty to motivate the student to seek help.

Harrison (2009) states that effective academic advising facilitates student development which makes it a significant investment in students and the institutions they attend. To be considered a good advising relationship, it is important to know what constitutes the nature of a good advisor-advisee relationship. This study surveyed 30 nursing and 33 prenursing students and requested they list three qualities of effective academic advisors; followed by asking them to rank (from most important to least important) six functions of academic advisors. From the two

groups of students, there was a total 55 of the 63 surveyed who listed knowledgeable. The following two characteristics in the ranking that were identified were fostering or nurturing and approachable (Harrison, 2009).

Musser (2012) advocated for a development of a philosophy of academic advising based on constructivist theory. She believed that sharing the same basic understanding would make it easier to collaborate when developing strategies, techniques, and resources. Yet, advisors still use a variety of theories and there has not been one single philosophy of academic advising determined by the national organization.

Core values of academic advising

In 1979, the National Academic Advising Association (NACADA) was formed, formalizing the term *advising*. They were also able to define the act of advising as decision making, maximizing potential, communicating, and exchanging information (Cook, 2009).

NACADA is the global community for academic advising and includes professional and faculty advisors, administrators, students and any other professional with a primary interest in the practice of academic advising (NACADA, 2017). NACADA supported the advancement of academic advising in higher education as a profession and as a separate field worthy of academic study (Miller, 2015).

This professional association is responsible for defining core values of academic advising as the worldwide organization devoted to the field of advising. The statement of core values is not created to define one philosophy or model over the other but as a framework to guide professional practices. It also serves as a guide to advisors and their responsibilities to students, colleagues, institutions, society and themselves. There are six core values according to NACADA and are framed as areas that academic advisors are responsible to in their field. The

six values are responsibility to the individuals they advise, responsible for involving others, when appropriate, in the advising process, responsible to their institution, responsible to higher education, responsible to their educational community and responsible for their professional practice and for themselves personally.

Figure 1

NACADA core values



O’Banion (2009) explains that academic advising includes five components: exploration of life goals, exploration of vocations goals, program choice, course choice and schedule

courses. O'Banion wrote about the importance of beginning with the first two steps, on exploration, noting many programs begin at program choice and that is the issue. O'Banion believes colleges should focus on student development and help students address how they want to live their life before deciding on a program choice.

Decentralized advising models

Habley and McCauley (1987) identified two decentralized advising models which are the satellite model and the faculty only model. In the satellite model, advising takes place in centrally located offices in each academic unit of the institution. An example of this model is a college within a university would advise the majors associated with that college or school. The faculty only model happens more often in smaller settings such as in rural community colleges. The faculty only model has been preferred by smaller two- and four-year institutions and larger institutions tended to utilize the satellite model (Habley and McCauley, 1997). Decentralized advising could be costly due to spacing, staffing, and operating funds. Another weakness associated with the decentralized model is the transition that can occur for students as they are transferred from one advisor to another advisor. According to Gordan (1992), students who are undecided or who change majors may experience difficulty when transitioning from one advising center to the other. These students may not be able to understand the different set of procedures and rules between the various advising centers they experience. Decentralized advising units have the benefit of advisors who are responsible for fewer curriculum models or a smaller student advising ratio.

Centralized advising models

Habley (1983) referred to the self-contained model as meeting the criteria of a centralized organizational structure. A central administrative unit provides all advising which is headed by a

dean or director who manages all advising tasks for the institution, from initial orientation to graduation.

Four models were identified by Habley (1983) with both central and decentral systems. These four models were the supplementary model, the split model, the dual model and the total intake model. The supplementary model has advising offices that serve the department advisors by providing advising information systems, policies, and advisor training. The split model allows students with the same major to be assigned to a faculty of the same discipline. Undeclared students or students without a major are assigned to staff members residing in the advising center. The dual model provides the student with one advisor from the major department and one advisor staff member from the central advising office. The advisor staff member serves as a liaison to handle general education issues, college policies, and academic procedures. The central advising units are often housed in an office of undergraduate services, a freshman center, or counseling center. Once students have met certain criteria, often a certain amount of hours completed, the student is referred to the academic unit of the student's major. The remainder of the advising takes place within that academic unit. The total intake model recognizes the importance of trained staff and central access and uses it for the beginning of a student's academic career. In this model, advisors are responsible for all advising for a specific period of time or until certain criteria, such as GPA or class standing, are met. (Habley, 1983). There are different contributing factors that help a unit choose which advising model to utilize. Some of the factors are: two-year schools or four year schools, size of school and student population preference.

History and definition of mentoring

The mention of the term mentor dates to Greek mythology (Allen et al., 2004) and describes a “relationship between a younger adult and an older, more experienced adult who helps the younger individual learn to navigate the adult world and world of work” (Kram, 1985, p. 2). According to the meta-analysis of career benefits associated with mentoring for proteges (Allen et al., 2004), it was the seminal work on mentoring relationships work by Kram (1985) that led to the increased empirical research surrounding the topic. This led to a growing field of practice and study in mentoring in educational contexts.

Mentoring has been defined in complex and simple ways. One of the more straightforward definitions of mentoring was “a relationship between a more experienced (mentor) and less (protégé) experienced person in an organization to promote the latter’s personal and professional development and growth” (Fletcher & Mullen, 2012, p. 36). This definition encompasses the professional and personal side of the relationship without overcomplicating. Mentoring is also defined as “a deliberate pairing of a more skilled or experienced person with lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies” (Murray, 1991, p. xiv).

In contrast, a less inclusive definition for mentor was “a person a few levels ahead either in a career or the organization that lends support to a younger, less experienced person” (Murphy, 2001, p. 232). This definition leaves out the personal side of the mentoring relationship. It also assumes that a mentor must have a grander title in a career.

Kaplan (2019) describes a good mentor as one who provides direction. Kaplan also speaks to the issue of being a long-time mentor and the inability to easily think about the steps it takes to be considered a good mentor. He establishes that the following attributes are required in

a good mentor: trust, candor, responsiveness, time, emotional labor, and pushiness. Some of the items take time to truly develop, both personally and in each relationship. A mentor cannot simply demand trust upon the first meeting with a potential mentee. Trust takes times but is so imperative to a relationship that pursuing trust must be a goal of any mentor. Trust is developed when partners work together to name the mutual goals, needs, priorities and adjust them as needed as the relationship evolves over time (Byars-Winston & Dalberg, 2019).

Another research article used the approach of defining mentoring instead of defining a mentor. Mentoring can be described as “a complex, interactive process that takes place between people with different levels of experience and expertise, in which the expert (mentor) gives support to his colleague in order to become more efficient in the work and to contribute to the achievement of the goals of the institution in which he works” (Petrovska et. al., 2018, p. 47).

Approaches to mentoring

Some definitions utilized subcategories as mentoring was described. Kram (1985) describe three types of peer relationships. Informational peer relationships who provide each other with beneficial information; collegial peers which is similar to informational peers but higher levels of trust and self-disclosure are shared which leads to more emotional support. Special peers are “equivalent of best friends” (Kram and Isabella, 1917, p. 120) and provide the widest range of career and psychosocial support. “Peer mentoring abandons the principle of one participant having expertise and the other benefitting from that knowledge and experience to focusing on both participants being equally resourceful and sharing the mentor and mentee role” (Eissner, 2018, p. 299). Some of the benefits of peer mentoring according to Hansman (1998) are support for both personal and professional development, friendship and emotional support, trading information for career growth and high levels of trust and collegiality.

Another type of mentoring is reverse mentoring and this is when a junior person is the mentor. This happens more frequently with technology topics and all the changes that are happening in that realm. Additional categories of mentoring are new-hire, buddying, high achiever, executive and online mentoring.

Functions of mentors

The function of mentors is often put into two categories: career development and psychosocial (Kram, 1985). Career development mentoring relationships are geared toward helping the protégée with career advancement within the organization. Career-related functions include sponsorship, exposure, visibility, coaching, protection, and challenging assignments which can all be grouped as tasks that could help advance the protégé's career. Psychosocial function is explained by Kram as the aspect of the relationship that can boost a sense of competency, identify and effectiveness through role modeling, acceptance, confirmation, counseling and friendship. The main benefit of a psychosocial purpose to a mentoring relationship is confidence is increased for the protégé. The confidence can come from having guidance through a particular phase of life and having someone who can be a cheerleader. Role modeling is when a mentor sets such a great example that the protégé wants to follow it and is the most common function of informal mentoring. Kram also determined that career-related functions emerge first in a relationship and then psychosocial functions began to become important.

Other ways that mentoring can function are through sponsorship, exposure, coaching, protection, and challenging assignments (Anderson, 2005). Formal mentoring relationships provide more opportunities for these type of activities. Also, a challenging assignment may best

serve as a mentoring tool if they are explained as such; otherwise, the assignments may just appear as additional work on the mentee.

Career development function

Mentor career support function increased the chances of advancement by exposing the mentee to essential members of management (Brashear-Aljandro et al., 2019; Kram, 1985). Career support influences mentee compensation and advancement (Ragins & Kram, 2007). Sponsorship occurs when the mentor public assists the mentoring with advancement in the organization (Kram, 1985). Coaching assists with the mentee's learning process by providing beneficial information that can facilitate problem solving and enhance their job performance (Jyoti & Sharma, 2015; Kram, 1985). By coaching a mentee, a mentor can provide feedback and sound advice (Ismail et al., 2015). By offering guidance and allowing mentees to speak openly and freely, mentors can create an ongoing support system (Ismail et al., 2015; Jyoti & Sharma, 2015; Kram, 1985). Since mentors often hold higher positions in the organization, when they include their mentees in their daily work schedules, they allow them to be visible to the influential members of management (Kram, 1985). Mentors provide challenging assignments to assess the mentee's skill set, provide feedback, and offer new opportunities to learn (Hu et al., 2014; Jyoti & Sharma, 2015; Kram, 1985). Challenging assignments allow the mentee to develop competencies key to their career advancement and fosters a sense of accomplishment (Ismail et al., 2015; Jyoti & Sharma, 2015; Kram, 1985).

Psychosocial function

Psychosocial support is an emotional aspect of the mentoring relationship (Kram, 1983). Psychosocial mentoring focused on relationship building and emotional support between the mentor and mentee. Psychosocial mentoring support aims to improve the mentee's self-worth,

self-confidence, and self-efficacy (Hu et al., 2014; Kram, 1985). Psychosocial functions enhance the mentees professional and personal development (Hu et al., 2014; Jyoti & Sharma, 2015; Kram, 1985). Psychosocial support functions offer friendship and counseling which encourages acceptance (Brashear-Alejandra et. al., 2019; Scandura & Ragins, 1993).

Acceptance and confirmation occur when the mentee begins to trust the mentor through positive feedback and mutual respect (Hu et al., 2014; Kram, 1985). The mentor provides counseling by listening to concerns the mentee experienced during times of distress (Hu et al., 2014; Jyoti & Sharma, 2015; Kram, 1985; Scandura, 1992). Mentees commonly discuss anxieties or other pressing issues freely with their mentors (Jyoti & Sharma, 2015). An offer of friendship allows the mentee to build social interaction with the mentor through positive exchanges through the mentoring relationship.

Social exchange theory

Social exchange theory refers to a societal agreement when people are motivated to forfeit something of value to them in exchange for some valued reward (Redmond, 2015). Social exchange theory appears in research involving psychology, organizational behavior, group communication, educational settings and others.

Baranik, Roling and Eby (2010) tackled the question “why does mentoring work?” and by basing it on the foundation of social exchange theory, they were able to link the key mechanism of mentoring support and work outcomes is perceived organization support (POS). In a larger nationwide study of 733 substance abuse counselors working in 27 Community Treatment Programs (CTPs) across the United States, they focused on the mentoring relationship that exists between substance abuse counselors and clinical supervisors. The researchers found three main points. First, POS appears to be a reasonable explanatory mechanism for

understanding why some career-related types of mentoring support behaviors predict protégé job satisfaction and affective organizational commitment. Second, meaningful differences were found when examining the relationship between different types of mentoring support (e.g., friendship) and POS. Third, specific aspects of both career-related and psychosocial mentoring support related to POS, indicating that, while other mechanisms may be operating, POS may be important in understanding why certain mentoring functions work.

Allen (2004) examined protégé selection in a laboratory experiment and a field study of experienced mentors. Combined, the studies indicated that willingness to learn was a critical part of protégé selection. As Allen discussed, this is consistent with social exchange theory and suggest that mentors will desire proteges who might bring competencies to the relationship. These studies showed that the willingness was more important than the competency when it came to choosing a mentee.

Formal versus informal mentoring

Another theme of research articles within the field of mentoring is the categories of formal mentoring and informal mentoring. A mentoring relationship can be defined as either formal or informal (Ismail, et. al., 2015; Ragins & Cotton, 1999; Ragins & Scandura, 1994). The organization can develop an internal mentoring program that encourages upper management to volunteer as mentors (Ismail et al., 2015; Janssen et al., 2016, Ragins & Cotton 1999; Ragins & Scandura; 1994) which is typical of many formal mentoring programs.

Allen, Eby and Lentz (2004) conducted a quantitative study to examine mentoring function outcomes and the quality of formal mentoring programs. The sample included 110 mentors and 175 mentees (Allen, et al., 2004). The results indicated the mentoring functions of

career support, psychosocial support, and role modeling positively affected the perceived quality of the mentoring programs in the study.

Cox (2005) examines the formal mentor matching programs which seek to find the balance of the informal type of mentoring relationships which are typically formed and influenced by the individual's situation at the time. It reviews mentors as role models, explores matching criteria often used in a case study scheme. Serendipity and empathy are reviewed as the two themes that emerge from the data.

Mentorship relationships that emerge naturally between the mentor and protégé are informal while formal relationships are usually formed in the context of an organizationally sponsored program (Kram, 1985). Informal relationships are not managed, structured or formally recognized by a person's organization. (Chao et al., 1992). Informal mentoring relationships can develop through a mutual connection instinctively (Janssen et al., 2016). Informal relationships often result from friendships and professional relationships that garner respect and appreciation between the mentor and mentee (Janssen et. al., 2016; Scandura & Pellegrini, 2007).

Formal and informal mentoring relationships can influence what mentoring function is offered by the mentors (Ismail et al., 2015). Mentees from different organizations that prefer informal mentoring may face challenges in their relationships with their mentors in a formal setting (Chao et al., 1992; Ismail et al., 2015). Formal and informal mentorship includes career support, psychosocial support, and role modeling functions (Ragins & Cotton, 1999). Formal and informal mentorship opportunities allow the mentee to grow exponentially within the organization (Ismail et al., 2015; Janssen et al.; 2016; Scandura & Pellegrini, 2007).

An organization's culture can influence if a mentoring relationship typically advances formally or informally. An offer of mentoring occurs when the mentor or member of the

management team identifies an individual with potential. Female representation in informal organizations' networks is limited and most executive level positions with organizations are male (Cook, A, & Glass, 2016; Jyoti & Sharma, 2015). Thus, women have fewer opportunities for informal mentoring because of gender disparity in executive levels (Cook & Glass, 2016; Jyoti & Sharma, 2015; Ragins & Cotton 1999). To offset disparity, organizations that support women seeking an executive-level position develop formal mentoring programs (Jyoti & Sharma, 2015). Formal mentoring programs may not provide women the friendships and interpersonal relationships that can assist them through their careers. Mentoring can help reduce the unconscious gender bias that may hinder women in the advancement of their careers (Cook, A, & Glass, 2016).

One way that the two types differentiate from each other is in how the relationships are initiated. Informal mentoring develops spontaneously whereas formal mentoring is commonly initiated in a matching process by a third party (Allen, et. al., 2005). Informal relationships do not have specific responsibilities and do not involve any evaluation or supervision (Ragins & Cotton, 1999).

Another difference in these two types of mentoring is the length of the relationships. Typically, informal mentoring relationships last 3-6 years and formal mentoring relationships last 6-12 months (Allen et. al., 2005). This timeline is typically because formal mentoring programs are offered for a year as they are typically programs that have a surrounding set of rules. Participants agree to a contract which includes length of program and meeting guidelines.

Goals of mentoring

Mentorship involves two individuals both committed to working towards a common goal. The mentor's role is to guide and support a less skilled and experienced individual (Haggard et al., 2011). A mentor helps the mentee attain upward mobility by increasing their visibility of upper management and other pertinent people in their career arena. The mentoring relationship will enhance their professional development and organizational competence (Brashear-Alejandro et al., 2019).

For many individuals who pursue a mentoring relationship, they have a goal of career advancement (Petrovska et al., 2018). Several studies (Allen & Eby, 2004; Allen, 2000; Ragins & Scandura, 1994) also look at the gender component of mentoring relationships and specifically regarding career advancement for females and mentoring. Understanding how females who have reached higher career advancement is very important for those who hope to obtain career advancement.

Benefits to mentors

Some mentors may feel as though the mentoring relationship is all work for them, but they are also benefiting from mentoring experiences. Mentors report greater self-worth as they provide knowledge and guidance to individuals who will benefit from their experience (Kram, 1985).

Looking at mentoring in an educational system, the benefits to the novice teacher are: becoming more secure in what he does, learning to learn, acquiring reflective skills, learning to plan his professional development and feeling safer and more prepared in taking a professional exam (Petrovska et al., 2018). Mentors in an educational setting can expect to have the benefits

of practicing their skills and their competencies, enriching professional experience, and acquiring the mentoring competencies necessary for advancement (Petrovska et al., 2018).

In a different research study, a review of mentoring in the United Kingdom hospitality industry through semi-structured interviews and focus groups (Esissner & Gannon, 2018) was completed. This research revealed the following mentor views on the benefits of mentoring to mentees: getting to know the next generation, satisfaction, and the feel-good factor of giving back, getting to know new people and raising their expectations, sharing their skills and cultural awareness enhancement.

Benefits to mentees

People sometimes advise other people to should find a mentor because of the ways they will grow and be challenged through a mentoring relationship. Benefits have been identified as career guidance, personal support and access to resources and exposure to senior management (Anderson, 2005).

In a meta-analysis of mentoring research, they (Allen & Eby, 2004) found that psychosocial and career development were positively associated with important benefits for mentees that included compensations, promotions, and career satisfaction. They found that proteges tended to have higher salaries and receive more promotion than individuals who have not been mentored.

Providing positive role models and mentors has been credited as one of the most effective strategies for increasing satisfactions and retention of women in student affairs (Blackhurst et al., 1998). Blackhurst's research states that mentors serve many valuable functions for women including role modeling professional values, assisting with career planning, networking, boosting self-esteem and interpreting the campus culture. Although career advancement to the highest

level is not possible or even desired by all people, it is vital to offer career paths that offer high levels of satisfaction. Blackhurst also encourages a way of combating this issue of women being underrepresented in high-ranking positions is by offering more coursework in the graduate programs that will prepare women for the career development issues.

Research on mentorships has suffered from fragmentation of key issues; specifically, type of mentoring relationship, functions served by the mentor, and outcomes of the mentoring relationship. A field study was conducted comparing 212 protégés who were involved in informally developed mentorships, 53 protégés involved in formal mentorship programs, and 284 individuals who did not have mentors. Individuals in informal and formal mentorships were compared along two mentoring dimensions: psychosocial and career-related functions. All groups were compared on three outcome measures: organizational socialization, job satisfaction, and salary. Results indicated protégés in informal mentorships reported more career-related support from their mentors and higher salaries than protégés in formal mentorships. For all outcome variables, protégés in informal mentorships also reported more favorable outcomes than non-mentored individuals. However, outcomes from protégés in formal mentorships were generally not significant from the other two groups. Implications for mentorship practices and research are discussed (Chao et al., 1992) Fostering mentoring is one way for organizations to support their employees.

In a research study that investigated a formal mentoring program in the field of hospitality, employees identified several key benefits to being included in the organization's mentoring program. They felt supported by their employer and identified the benefits as gaining practical experience, feedback on their CV, enhanced confidence, networking and support on how to deal with negative feedback (Eissner & Gannon, 2018).

Mentees that received career support, psychosocial support, and role modeling were more satisfied with the mentoring relationship (Ismail et al., 2015; Kram, 1985). Counter to that are the mentees who did not receive career support, psychosocial support, and role modeling were less satisfied with the mentoring relationship (Ismail et al.; 2015; Kram, 1985). A mentor's organizational status is the foundation for providing career functions (Kram, 1985).

Benefits to the organization

Perhaps, the greatest benefactor of mentoring relationships belongs to the organizations for which the mentor and protégé work, even if this is not the same organization. The organization(s) will receive the increased skills of both partners of the relationship and have fewer downsides to a mentoring relationship. In the education field, a school has the benefits of getting professionally trained staff, development of school culture and upgrading and improving the skills of the existing staff (Petrovska et al., 2018).

In the view from the mentors (Eissner & Gannon, 2018) the benefits belong to not only the company but also the industry as well. Benefits within the company are stated as retention, creating a commitment, attracting talent, developing talent and giving back to the company. Then, looking at the bigger picture of the hospitality and perhaps other industries, the benefits include: exchange of knowledge, networking, highlighting trends, attracting talented people, retaining talented people, enhancing motivation and enhancing the image of the industry.

Obstacles to mentoring relationships

One obstacle for mentoring relationships is for women to find a female role model. Many cooperate organizations simply lack females in higher level positions. While men can be role models to women, it is more difficult for a man to be a role model for a woman versus a woman being a role model for a woman (Anderson, 2005).

Another issue surrounding mentoring relationships is that in many formal programs, the two people have very little input into the matching process (Allen, 2005). This lack of input could mean that two conflicting personalities can be paired into a mentoring relationship. Even if both participants put in the required number of hours into the relationship, their lack of interpersonal connection could mean they will never have a deep relationship. A mentor and protégé do not have to have extremely conflicting personalities to suffer from a mismatch; it could be that two people who have poor goal-setting skills are matched. Even a great mentor can stumble if no one in the relationship is setting goals to be obtained. The lack of goals can lead to unproductive meetings and a waste of time for both participants. On the opposite end of the spectrum, two people who only care about goals might miss the opportunity to make an interpersonal connection, which often leads to a deeper more invested connection between the mentor and protégé. The key, as it often is in all things, is a good balance between the two.

Mentees must possess communication skills to enhance the interaction in the relationship. They must also be willing to clearly share any expectations of potential growth opportunities they anticipate from the mentor's professional leadership and guidance (Brashear-Alejandro et al., 2019). Mentees should also be able to demonstrate specific characteristics to help the learning process. (Brashear-Alejandro et. al, 2019).

Although the benefits to mentoring relationships are there for everyone, participants in a study by Eissen and Gannon (2018) share the concerns of sustainability as it becomes more widespread in the hospitality industry. For this group, mentors were only assigned to new employees and this caused concern to the mentors that other employees may feel left out. New employees being placed into a formal mentoring program is common in other industries as well, so one could assume this could be a concern to those areas as well. The potential growth of this

formal program also led to a concern about less suitable mentors as the organization tried to find more participants. On the other hand, some worried their mentor may be assigned to more than one protégé and therefore have less time to spend on their relationship.

Allen, Poteet, Russell and Dobbins (1997) surveyed 607 state government supervisors and asked about factors considered as perceived barriers to mentoring. Specially looking at what motivates an individual to be a mentor and focusing on first line supervisors, they asked about willingness, experience as a protégé, experience as a mentor, locus of control, upward striving, quality of relationship with supervisor, job-induced stressed and demographic information. The authors note that a key finding was that previous experience, both as a mentor and/or a protégé, was related to an individual's willingness to mentor others.

One article looked at the topic of mentoring millennials and the crossover with baby boomers and the frustrations that can occur between the two (Waljee, et. al., 2018). The first issue is the difference in how each one wants the meetings to occur with the millennials wanting as needed and the senior mentor wanting scheduled appointments. The second issue is concerning infrastructure with millennials enjoying collaboration and mentors wanting hierarchical communication. Lastly, the difference between the two styles of relationship is about the purpose versus the process. Millennials need to know the purpose of their tasks to have true buy-in and the mentors are used to simply trusting the process. All these obstacles can be overcome with a little flexibility from both partners in the mentoring relationship, and it will lead to a happier and more committed team.

Job satisfaction

The idea of job satisfaction was first identified by a researcher named Taylor when he came up with the concept of scientific management (Gullickson, 2011). Taylor applied the

principles of science management as it pertained to employee production and efficiency (Murrell et.al., 2005). Leaders have a duty to keep employees motivated and maintain a level of satisfaction within a department.

Leadership can achieve satisfaction by engaging their employees and bringing them into the departmental mission (Kent et. al., 2016). The culture within an organization starts at the top so supervisors must model a positive workplace behavior to foster a sense of community and commonality amongst their organization.

Rosser (2004) conducted a national study to examine the quality of midlevel leaders' work life, satisfaction, morale, and their intentions to leave. The study included 4,000 mid-level leaders at public and private institutions across the United States. The study examined the demographic characteristics and work life issues that may have an impact on morale, satisfaction, and intent to leave. The study also worked to demonstrate the role satisfaction and morale has on leaders' intentions to stay or leave their current position. Satisfaction had an impact on morale and intent to leave, but the reverse impact was not true.

Boswell, Shipp, Payne and Culbertson (2009) studied the changing nature of work attitudes noticing how job satisfaction changes across the first year of employment. They examined factors related to job change (including voluntary turnover, prior job satisfaction) and newcomer experiences that could impact the job satisfaction pattern. The study included 132 participants who were newcomers and collected at four different time periods. The study found an overall curve of job satisfaction. The curve had an initial high upon entry, followed by a downward trend by 6 months and then the decline tapering off by one year on the job. Researchers suggest an educational process toward this honeymoon phase, so newcomers are not alarmed when this high level of job satisfaction begins to wane.

Literature has revealed that lack of job satisfaction can lead to a higher turnover rate (Lan et. al., 2013). These type of internal organization issues have been known to show up in other areas of the company such as employee wellbeing, interpersonal relationships, and personal quality of life. Furthermore, employee recognition and supportive supervising has been shown to lessen the likelihood of employee dissatisfaction and increases employee retention (Scanlan & Still, 2013).

Job satisfaction has garnered a lot of attention over the years and has been given many definitions. A popular definition when it comes to organizational research is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976, p. 1304). Expanding that definition, Hulin and Judge (2003) included psychological responses to a person’s job having cognitive, affective, and behavioral components.

Mentoring and job satisfaction

This study reviewed mentoring and the correlation to job satisfaction on academic advisors while this topic has not been researched; studies have been conducted on mentoring and job satisfaction. These studies have included correlation as well as observations as job satisfaction has been noted as an outcome and other times a variable in the study.

Jyoti and Sharma (2015) focused their study on evaluating the impact of mentoring function on job satisfaction on 215 employees in call centers in India. Defining job satisfaction as the effective orientation of individuals toward work roles that they are currently occupying. The mentoring functions are classified as a variety of functions that support, guide, protect, expose, and counsel the young adults to get their work done efficiently is the foundation of their study. The study results found that mentoring functions, except for protection, have direct impact on job satisfaction.

Lee and del Carmen Montiel (2011) conducted a study on mental health professionals involved in mentoring relationships. The findings seemed to show that members of management involved in a mentoring relationship had a higher level of job satisfaction. In a similar study, Baranik, Roling, and Eby (2010) measured supervisors and subordinates to determine if career support and psychosocial support influenced job satisfaction. Their findings indicated that the mentees that received career and psychosocial support had higher levels of job satisfaction than the non-mentored supervisors and subordinates

Allen, Lentz and Day (2006) examined the relationship between four career success variables and experience as an informal mentor in a health care organization. The four career success variables were salary, promotions, subjective career success and job satisfaction. Their results in a hierarchical regression model indicated that those who serviced as a mentor reported greater salary, promotion rates, and stronger subjective career success compared to individuals who do not mentor others. Mentors serve as a human resource in organizations as they help transmit knowledge to others, assist the development of a competent workforce and provide a mechanism for organizational learning. This research focused on the benefits to the mentors which has had less focused research than those who have been mentored. Surveys were sent that asked if they had been a mentor to someone in the current organization and if so, when did the mentoring begin. They were also asked about promotions received while at their current company. To measure career success, a four-item scale by Turban and Dougherty was used and for job satisfaction a three-item overall scale from Michigan Organizational Assessment was utilized. One interesting limitation mentioned was that of the thought that mentors are by nature more advanced in their career and it is not the mentoring that makes things better.

Illies and Reiter-Palmon (2020) studied how negative mentoring experiences can affect commitment to the organization, job satisfaction and perception of lack of career success. Negative mentoring relationships may be classified as relationships in which one party member, usually the protégé, has negative experiences with the other member. It is possible that a protégé has both positive and negative experiences with the same mentor. The participants for this study were 121 men and women with career mentors. The study found that those in a negative mentoring relationship were less satisfied with their jobs and less committed to the organization.

Knotts and Wofford (2017) surveyed 313 pre-professional advisors and analyzed job satisfaction and perceived effectiveness of pre-law advisors. Their findings included that higher job satisfaction was found in those advisors who held a law degree, had access to more resources and a commitment to spending more hours to advising compared to those who did not have access to the same resources. The researchers used Work Adjustment Theory and Cognitive Career Theory to explore the importance of attending to pre-law advisors' own sense of job satisfaction.

Academic advising and job satisfaction

In the world of academic advising, job satisfaction is crucial to the everyday tasks that are a part of the job. Academic advisors are responsible for student outcomes and the importance of approaching their job in a positive manner is a priority (Donnelly, 2004). Advisors across universities have reported low levels of job satisfaction, and additional research needs to be conducted to find out if the reason is: compensation, recognition, advisor specific training, education, increased levels of autonomy and/or scope of responsibilities (Barnham, 2015). This study added to the existing literature by gathering quantitative data using surveys to better understand the relationship between mentoring and job satisfaction.

Job satisfaction is said to be able to help predict levels of stress as well as anxiety amongst staff members employed at higher learning institutions (Olk & Friendlander, 1992). Advising can be a challenging profession, as an advisor must deal with her/his own personal stress as well as the stress brought on in guiding students through the complexity of college. It is vital academic advisors are able to maintain their calm while working with students, but in order to do so they must have satisfaction while on the job. High job satisfaction is said to lead to long-term vitality and lessen the amount of turnover (Lambert et. al., 2001).

Transformational learning and mentoring

Mentoring relationships that foster transformation require both parties grant authority to each other in such a way that each party takes responsibility for their own learning and the other person's learning (Southern, 2007). Mezirow (1994) believed transformative learning is central to adult education. Facilitating understanding about one's own interpretations as opposed to acting on the purposes, beliefs, judgments and feelings of others is the cardinal goal of adult education and thus, transformative learning develops autonomous thinking (Mezirow, 1997). Transformative learning focuses on experience, contextual assumptions, and cultural values.

Mezirow describes it further as the process of becoming critically aware of how and why assumptions have come to constrain the way we perceive, understand, and feel about our world. He describes it as "the process of effecting change in a frame of reference" (Mezirow, 1997, p. 5). The frames of reference he refers to are what shape the view in which adults see the world and set their experiences and expectations; frames of references fall into two categories - habits of mind and a point of view. *Habits of mind* are "broad, abstract, orienting, habitual ways of thinking, feeling, and acting influenced by assumptions that constitute a set of codes" (Mezirow, 1997, pp. 5-6). Points of view are more specific and are the "attitude and feeling that shapes a

particular interpretation” (Mezirow, 1997, p. 6). These points of view are also more accessible to feedback from others; they are also subject to continuing change. A person can try to understand another’s point of view but they cannot do this with habit of mind.

Transformation occurs when there is a realization of learning in action, and this leads the person to make corrective change that results in personal and professional development (Nyanjom, 2018). Transformative learning within a learning organization such as mentoring, can help employees be more inclusive, open, and able to change (Klinge, 2015). Critical self-reflection is central to transformative learning which allows adults to recognize developmental gaps in their sociocultural relationships and understand why they exist (Mezirow, 1991). The dialogue between a mentor and mentee becomes the avenue for the parties to reflect on the assumptions they had previously made (Bickmore & Davenport, 2019). Mezirow (2000) discussed three types of reflection – content, process, and premise. Content reflection is thinking about an experience and process reflection is problem solving strategies to deal with the experience. The more fundamental process, premise reflection, is examining the long-held beliefs related to the experience. Through premise reflection is where transformative learning occurs, and the person can become more inclusive and open to change.

One study conducted research on transformative learning-based mentoring for professional development of teacher educators in information and communication technologies (Kabakci et al., 2010). This study found that using this type of mentoring and educational activities allowed for change to the students’ pedagogical, mental, and affective domains. This allowed them to utilize a stronger mastery of the subject matter. By having this mastery, these educators spread what they had learned to other teachers in their areas.

Mentoring uses transformational theory through critical reflection which leans on the principal in andragogy that experience is the richest source for learning (Klinge, 2015). Southern (2007) summarizes the relationship element of mentoring relations and their transformative nature by stating:

“individually we may create new meaning from our life experiences, a shift in meaning perspective comes from the tension that is created by encountering different perspectives and ways of being that cause us to question what we thought was reality. If these perspectives and ways of being are held by others with whom we have no relationship, we may easily ignore them. If they are held by those whom we respect and trust, a tension is created that causes us to consider these different perspectives and question our own assumptions, values and opinions.”

These self-reflecting moments and encounters are what makes mentoring relationships transformative in nature. The relationship is important to bring into the learning context so that the transformation can occur.

Mandell and Herman (2008) state “there is a strong affinity between transformative learning and mentoring.”

Adult education and mentoring

Taylor et. al. (2000) shared a concept that mentoring can serve as the crux of the pivotal moment where adult learning and adult development intersect, grounded on the basic shift in how adults make meaning. Mentoring relationships have the potential to promote transformative learning among all those involved in the relationship (Taylor, 2000). Another benefit for adult educators to utilize mentoring topics is to discuss how they can foster growth, development, socialization, and transformation for individuals (Mullen, 2009). All involved in mentoring

relationships participate in iterative learning and development (Alston, 2014). Mentoring is useful as an adult development method as well as an adult education opportunity.

Klinge (2015) provided a conceptual framework for mentoring as an added component of a learning organization in the context of adult learning and development theories. Klinge notes that in a learning organization, the anticipated outcomes for mentoring programs are new knowledge, individual and collaborative analysis of problems and possible solutions, evaluation of new technologies or strategies and determination of their utilities, and the creation of new business plans for the learning organization.

Allen (2004) examined protégé selection in a laboratory experiment and a field study of experienced mentors. Combined, the studies indicated that willingness to learn was a critical part of protégé selection. As Allen discussed, this is consistent with social exchange theory and suggest that mentors will desire proteges thought to bring competencies to the relationship. Mentors were typically more likely to mentor an individual that was high performing. However, the studies also showed that the willingness to learn was more important than pure skill when it came to choosing a mentee.

Academic advisors are faced with the daunting tasks of trying to guide students in various parts of their academic journey to the goal of graduation. To help students, remain positive and satisfied with their experience at a given institution, it is paramount that the advisors responsible are satisfied and take pride in the work they do. Academic advisors who are satisfied will be psychologically stable, financially fulfilled, and personally satisfied with the work they do which leads to an increase in job performance (Judge et. al., 2001; Wright et. al., 2007). An advisor with higher job satisfaction created a more enjoyable and positive atmosphere. This

positive atmosphere will lead to a better overall experience for the advisor and the students whom they advise.

Conclusion

The topic of mentoring began in Greek mythology and continues to be a topic in research and professional development. It can be an overarching theme in professional development and can be an important figure in one person's life. It is important to know the type of mentoring (formal, informal, career, psychosocial, etc.) a person is examining when choosing or creating a definition of mentors or of mentoring. This literature review focused on the definition of mentoring that is a bit cumbersome but inclusive, "a complex, interactive process that takes place between people with different levels of experience and expertise, in which the expert (mentor) gives support to his colleague in order to become more efficient in the work and to contribute to the achievement of the goals of the institution in which he works" (Petrovska et. al., 2018, p. 47). This definition allowed the participants to choose the mentor that played the most vital role in their mind as opposed to a narrower definition that the mentor must be more advanced and in the same company.

Academic advisors have been a part of the university setting since the inception of university. The role of the advisor has changed from a full life advisor who would advise the student in all areas of life to an academic advisor who focused primarily on their academic process (Gillispie, 2003). The definition of academic advisor which is those who are engaging students to think critically about their academic choices and make effective plans for their educations (Schulenberg & Lindhorst, 2008) is a the foundation of this study. This definition allowed the review of literature to be broad enough to capture academic advisors at small and

large institutions, two- and four-year institutions and still embody the standards set forth by the national organization for advisors, NACADA.

Job satisfaction can be a daunting topic to attempt to pinpoint but Spector simplifies it to the point of “the degree to which people like their jobs” (1997, p. vii). The survey utilized by Spector breaks job satisfaction into nine subsections. The nine subsections are: salary, promotion opportunities, supervision, fringe benefits, coworkers, tasks, communication, and general satisfaction. The comprehensive survey allowed the major facets that are a part of job satisfaction to be considered.

Much of research surrounding academic advisors tends to be student retention focused as quality advising is often cited as one of the major variables that could increase graduation rates (White, 2020). This has led to quantitative research on academic advisor job satisfaction being minimal (Donnelly, 2006). Academic advisors function in all type of higher education institutions, work with students in every major and work with all types of students (White, 2020). White (2020) also stresses the importance of research and publishing in the field of academic advising. This study sought to contribute to the missing piece of the literature which is a investigating the relationship between mentoring and job satisfaction in academic advisors. With academic advisors contributing to retention (Vianden, 2016) on university campuses, any link that can be found that increases job satisfaction, impacts not only the more satisfied advisor but also the University and the students they assist.

Chapter 3

Methods

Chapter 1 introduces the study, presenting the problem, purpose, research questions, limitations, and definition of terms. Chapter 2 includes a review of related literature concerning mentoring functions, mentoring benefits, and mentoring types. Chapter 3 reports the procedures utilized in this study, including the population and sample; two instruments utilized; the data collection process; and the data analysis. The findings of the study are presented in Chapter 4. Chapter 5 includes a summary of the study, conclusions, implications and recommendations for further practice and research.

Purpose of the study

The purpose of the research was to examine the relationship between mentoring experiences and job satisfaction for academic advisors in public institutions of higher education in the state of Alabama. This study examined groups of academic advisors who were mentored in the state of Alabama and job satisfaction. Finally, this study considered the possible impact on job satisfaction for academic advisors from the mentoring they experienced.

Mentoring in educational realms has become a rapidly growing field of practice and study (Brondyk & Searby, 2013). This increased interest in mentoring has created in a mindset that “everyone thinks they know what mentoring is, and there is an intuitive believe that mentoring works” (Eby et. al., 2010, p. 7). This study sought to contribute to this growing field of research.

To be proactive in preventing the many problems that stem from lowered job satisfaction such as high turnover, lowered productivity lowered moral, advisors and administrators of advising need basic information regarding differences in satisfaction in advisors (Buck &

Watson, 2002; Love et al., 2010). The purpose of this study was to address this deficiency by identifying advisor variables and environmental variables which are related to job satisfaction and, in doing so, contribute important “next steps” in the development of the advising field.

Research questions

The following research questions were used in this study:

Research Question 1: What percentage of academic advisors in higher education, who responded to the study, have been a mentee in a mentoring relationship?

Research Question 2. What are the job satisfaction levels for academic advisors in higher education?

Research Question 3. To what extent have mentoring experiences influenced job satisfaction for academic advisors?

Research Question 4. What areas of job satisfaction are predicted by mentoring experiences for academic advisors?

Research design

A correlational research design was chosen to determine if mentor functions (career and psychosocial) correlated to job satisfaction in academic advisors in the state of Alabama. A quantitative method was appropriate for the research study because the quantitative method describes the relationships between variables and the collection of data can be statistically quantified and analyzed (Toledo-Pereyra, 2012). Self-reported mentoring scores were correlated with job satisfaction scores by the filling out one survey using two instruments by academic advisors working at various postsecondary institutions in the state of Alabama. The study investigated possible relationships between the dependent variable of job satisfaction and the independent variables of mentoring functions, both separately and as an overall mentoring score.

A *t*-test was used to determine if there were differences in job satisfaction of those who mentored others and those who did not. A chi-square test was used to determine if there was a significant difference in the proportion between those who had and had not been mentored that mentored another academic advisor. The study also reviewed differences between demographic groups and advising model groups.

Population and sample

The target population for this study was academic advisors employed at 2- and 4-year institutions in the United States. The sample was collected by offering the study to all academic advisors in the state of Alabama as listed on their school's website. Participants for this study consisted of professional men and women employed as academic advisors at 2- and 4-year public schools in the state of Alabama. This included a list of 40 institutions of higher education that employ academic advisors. Of the 138 responses, 82% identified as White, 15% identified as African American and 3% as other. For the noted gender, 84% identified as female, 14% as male and 2% preferred not to report.

Instruments

The study used two instruments merged into one survey. One instrument, *The Job Satisfaction Survey*, was authored by Paul E. Spector. Spector (1985) created a 36-item survey that is divided into nine dimensions of job satisfaction. The nine subsections of the job satisfaction survey are pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work and communication. The job satisfaction survey outlined participants' thoughts about working conditions, working hours, responsibilities, variation, collaborations, and salary. Permission for use of the survey is given by Spector (2021) on his website for free, noncommercial instruction and research including dissertations. The

instrument demonstrated excellent internal consistency reliability with a Cronbach alpha of .91 (Spector, 1985). Utilizing a multivariant-multi-method of the *Job Satisfaction Survey* and the *Job Descriptive Index*, Spector (1985) found convergent validity which is a subtype of construct validity (Salkind, 2008). A summated rating scale was utilized, with six choices per item ranging from “strongly disagree” to “strongly agree” (Spector, 1985). Table 1 identifies the statements assigned to each subsection.

Table 1*Job satisfaction survey and designated subsection*

Subsection	Survey item
Pay	I feel I am being paid a fair amount for the work I do. Raises are too few and far between. I feel unappreciated by the organization when I think about what they pay me. I feel satisfied with my chances for salary increases.
Promotion	There is really too little chance for promotion on my job. Those who do well on the job stand a fair chance of being promoted. People get ahead here as fast as they do at other places. I am satisfied with my chances of promotion.
Supervision	My supervisor is quite competent in doing his/her job. My supervisor is unfair to me. My supervisor shows too little interest in the feelings of subordinate. I like my supervisor.
Fringe benefits	I am not satisfied with the benefits I receive. The benefits we receive are as good as most other organizations offer. The benefit package we have is equitable. There are benefits we do not have which we should have.
Contingent rewards	When I do a good job, I receive the recognition for it that I should receive. I do not feel that the work I do is appreciated. There are few rewards for those who work here. I don't feel my efforts are rewarded the way they should be.
Operating conditions	Many of our rules and procedures make doing a good job difficult. My efforts to do a good job are seldom blocked by red tape. I have too much to do at work. I have too much paperwork.
Coworkers	I like the people I work with. I find I have to work harder at my job because of the incompetence of people I work with. I enjoy my coworkers. There is too much bickering and fighting at work.
Nature of work	I sometimes feel my job is meaningless. I like doing the things I do at work. I feel a sense of pride in doing my job. My job is enjoyable.
Communication	Communications seem good within this organization. The goals of this organization are not clear to me. I often feel that I do not know what is going on with the organization. Work assignments are not fully explained.

The second section of the survey utilized a 16-item survey titled, *The Mentoring Functions Questionnaire for Superintendents*. The descriptor of “superintendent” was replaced with “advisor.” Permission was given for use of the instrument by the author via email. When creating the instrument, a pilot study of principals and assistant principals in one school district was utilized to test validity (Promisee-Bynum, 2010). The instrument demonstrated reliability. Participant’s responses were averaged together to formulate composite scores. Table 2 identifies the statements in each mentoring function.

Table 2*Mentoring survey items by mentoring function*

Mentoring Function	Survey statements
Career	<p>Your mentor helped you understand how to accomplish the work objectives of a new position.</p> <p>Your mentor suggested specific strategies on how to achieve short and long-range career objectives.</p> <p>Your mentor provided you with ongoing performance feedback about challenging assignments.</p> <p>Your mentor helped you develop a professional reputation.</p> <p>Your mentor discussed career paths with you.</p> <p>Your mentor supported your advancement in the organization through mutual association.</p> <p>Your mentor shared insights about administrators held power and influence within the organization.</p> <p>Your mentor encouraged you to take courses, seminars, and workshops to develop your competence in administration.</p> <p>Your mentor helped prepare you for positions of greater responsibility by providing leadership experiences.</p>
Psychosocial	<p>Your mentor displayed a positive attitude which provided a model worthy of emulation.</p> <p>Your mentor established a trust level which encouraged you to talk openly about anxieties, fears and ambivalence that distracted from the productive organizational work.</p> <p>Your mentor was a person whom you could enjoy informal exchanges about work and non-work experiences.</p> <p>Your mentor exhibited positive values with provided a model worthy of respect.</p> <p>Your mentor served as your sounding board for self-exploration.</p> <p>Your mentor helped mold your leadership style.</p> <p>Your mentor accepted and supported you as you attempted to resolve personal concerns.</p> <p>Your mentor promoted in you a positive self-image as an emerging administrator.</p> <p>Your mentor served as a confidant with whom you could share doubts and concerns without risking exposure to others in the organization.</p> <p>Your mentor established a climate which encouraged independence.</p>

Data collection

Prior to contacting any possible participants, application to the University Institutional Review Board for Use of Human Subjects was completed and approved. A list was obtained of every public two year and four-year school in the state of Alabama from the Alabama Commission of Higher Education website. This website was located at <https://ache.edu/>. Utilizing the website of each school listed, the search terms of “advisor”, “academic advisor”, “adviser” and “academic adviser” were used to locate the names and email addresses of the academic advisors for each of the schools on the master list provided by the Alabama Commission of Higher Education. Compiling the emails into an Excel spreadsheet allowed them to be uploaded into Qualtrics as a contact list. Use of a contact list allowed the survey software to track responses which then could prompt two reminder emails as allowed by the IRB document. Participants were informed that mentoring relationships were being studied and that their responses would be confidential. Participants were also encouraged to forward the survey link to others in their professional network. At the beginning of the survey, participants were given a definition of mentoring and asked if they had been involved as a mentee in a mentoring relationship. They responded with a yes or no answer. If they answered yes to that question, the respondents were directed to consider their most significant mentor for the following questions in the survey.

Data Analysis

The data were collected and coded for input into Statistical Package for the Social Sciences (SPSS) Version 25. Demographic characteristics were described using descriptive data such as mean scores, maximum and minimum scores and frequency distributions were calculated for data obtained from the demographic section of the survey.

Descriptive statistics were used to explain what groups (i.e. centralized/decentralize or two/four year institutions) within advisors in Alabama had experienced mentoring relationships. Descriptive statistics were used to measure job satisfaction for advisors in Alabama. Correlation analysis was used to explain correlation between job satisfaction and mentoring in academic advisors in Alabama and data was examined for potential covariates and interaction effects. The variables were continuous as the researcher quantitatively examined if and to what extent the advisors were mentored and their job satisfaction on their survey responses.

Summary

This chapter presented the purpose of the study and research questions used to guide the study. In addition, it discussed the population, instrument, and data collection techniques. Data collection followed the research guidelines as set by the Auburn University Institutional Research Board. All questionnaires, consent forms, and a copy of the instrument are included in the appendices and attachments sections.

Chapter 4

Findings

This chapter includes information related to the findings of the study. The chapter begins with a review of the purpose of the study. Many of the findings are presented in table format. The following other sections are presented: (a) demographics, (b) research question one, (c) research question two, (d) research question three, (e) research question four and (f) summary. This study was an attempt to evaluate the role of mentoring on job satisfaction in academic advisors in the state of Alabama.

Research questions

The following research questions were used in this study:

Research Question 1: What percentage of academic advisors in higher education, who responded to the study, have been a mentee in a mentoring relationship?

Research Question 2. What are the job satisfaction levels for academic advisors in higher education?

Research Question 3. To what extent have mentoring experiences influenced job satisfaction for academic advisors?

Research Question 4. What areas of job satisfaction are predicted by mentoring experiences for academic advisors?

Purpose of the Study

The purpose of the research was to examine the relationship between mentoring experiences and job satisfaction for academic advisors in public institutions of higher education in the state of Alabama. This study examined which groups of academic advisors (i.e.

centralized/decentralized, two/four year institutions) were mentored in the state of Alabama. This study also examined job satisfaction of academic advisors in the state of Alabama. Finally, this study considered the possible relationship to job satisfaction for academic advisors from the mentoring they experienced.

Mentoring in educational realms has become a rapidly growing field of practice and study (Brondyk & Searby, 2013). This increased interest in mentoring has created in a mindset that “everyone thinks they know what mentoring is, and there is an intuitive believe that mentoring works” (Eby et. al., 2010, p. 7). This study sought to contribute to this growing field of research.

To be proactive in preventing the many problems that stem from lowered job satisfaction such as high turnover, lowered productivity lowered moral, advisors and administrators of advising need basic information regarding differences in satisfaction in advisors (Buck & Watson, 2002; Love et al., 2010). The purpose of this study was to address this deficiency by identifying advisor variables and environmental variables which are related to job satisfaction and, in doing so, contribute important “next steps” in the development of the advising field.

Methods

The email addresses of potential participants were obtained from the school websites of the public two-year and four-year higher education institutions in Alabama. The search terms to find the email addresses were “advisor”, “academic advisor”, “adviser” and “academic adviser.” The survey was sent to 518 email addresses. There were 158 surveys started with 138 completed for a 90% completion rate. The response rate was 27% and although slightly less than the average of 32% (Nultry, 2008), the timing of the survey most likely contributed to this rate. The

survey was sent at the beginning of a school semester when many advisors are in a busy season especially with email requests.

Instruments

Mentoring experiences was measured utilizing *The Mentoring Functions Questionnaire for Superintendents* by substituting in the word “advisor” for “superintendent.” Each statement was scored on a Likert scale of 1-6 with 1 anchored at “Disagree very much” and 6 being “Agree very much.” Questions in this instrument were placed into two categories: career mentoring function and psychosocial mentoring function.

The *Job Satisfaction Scale* consists of 36 items and are put into nine subsections. The nine subsections are pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Each subsection had four items. Each statement was scored on a Likert scale of 1-6 with 1 anchored at “Disagree very much” and 6 being “Agree very much.”

Data Analysis

Data were analyzed using a 5% chance of a Type I error ($\alpha = 0.05$). The Statistical Package for the Social Sciences (SPSS) was utilized to conduct analysis of the study data. Summary statistics were calculated for the job satisfaction subscales. This included calculating mean, standard deviation, minimum, maximum and skewness statistics. Pearson’s correlations were used to evaluate the relationship between mentoring and job satisfaction. Correlation analysis was conducted between the nine subscales of job satisfaction and total job satisfaction against the two mentoring functions as well as the overall mentoring function score. Data was also tested for possible covariates; no covariates were found. Gender ($r = .87, p < .01$), age, ($r = .874, p < .01$) and mentoring others ($r = .427, p < .01$) were not significant covariates with job satisfaction. Skewness was determined for the supervisor, coworker and communication

variables. Transforms ranged from the second to the seventh power. There was no significance difference between the transformed/untransformed analysis. The transformed variable correlations are in appendix F.

Reliability of the Instruments

Cronbach’s alpha coefficient was computed by the original survey author to assess the internal consistency of the Job Satisfaction Scale to a sample of 2,870 advisors and are included in Table 3. Alpha is widely used to represent internal consistency reliability of an instrument in relation to a particular sample (Taber, 2018). Table 3 states the Cronbach alpha scores for each subsection of job satisfaction.

Table 3

Job satisfaction Cronbach alpha scores

Scale	Alpha for present study	Alpha for original study	Description
Pay	.83	.75	Pay and remuneration
Promotion	.80	.73	Promotion opportunities
Supervision	.86	.82	Immediate supervisor
Fringe Benefits	.65	.73	Monetary and nonmonetary fringe benefits
Contingent Rewards	.86	.76	Appreciation, recognition, and rewards for good work
Operating Procedures	.64	.62	Operating policies and procedures
Coworkers	.75	.60	People you work with
Nature of Work	.75	.78	Job tasks themselves
Communication	.77	.71	Communication within the organization
Total	.93	.91	Total of all facets

The *Mentoring Functions Questionnaire for Superintendents* had an internal consistency test of a .991 Cronbach's alpha by the original author. For the present study, the Cronbach alpha was .97.

Another test of reliability was conducted to produce the inter-item reliability of each section and each subsection of both the mentoring scale and the job satisfaction survey. The average job satisfaction inter-item correlations are found in table 4. Table 4 states the average inter-item correlations for each subsection of job satisfaction.

Table 4

Job satisfaction inter-item correlations

Sub Scale	Inter-item correlation
Pay	.56
Promotion	.50
Supervision	.61
Fringe Benefits	.35
Contingent Rewards	.60
Operating Procedures	.47
Coworkers	.42
Nature of Work	.43
Communication	.46
Total	.28

Additionally, the average inter-item correlation for career mentoring function was .55. The inter-item correlation for psychosocial correlation was .74 and the inter-item correlation for the overall mentoring scale was .61.

Demographic information

The participants were 14.2 % male, 84.1% female and 1.75 % did not answer the question. The race of the participants was 82.1% White, 15.2% African American, and 2.7% other. Participant ages cataloged in ten-year groups were in the following percentages: 20-29 years old was 16.9%, 30-39 years old was 41.7%, 40-49 years old was 22%, 50-59 years old was 16% and 60 and above was 4%. Tables 5-7 provide the demographic information.

Table 5

Gender of survey participants

Gender	Percentage
Male	14.2
Female	84.1
Prefer not to answer	1.75

Table 6

Race of survey participants

Race	Percentage
Caucasian	82.1
African American	15.2
Other	2.7

Table 7

Age groups of survey participants

Age group	Percentage
20-29	16.9
30-39	41.7
40-49	22
50-59	16
60 and above	4

Two-year colleges were represented by 13.3% of the participants and four-year colleges were 86.7% of the participants. Participants were asked what the highest degree was they had earned. 21.9% had earned a Bachelor's degree, 65.8% earned a Master's degree and the remaining 13.3% had earned a degree beyond a Master's degree. This population is mostly advisors who work at four year institutions, identify as female, and have a Master's degree and this could make the results less likely to be able to generalize to others outside of this group.

Research Question 1: Research Question 1: What percentage of academic advisors who responded to the survey have been a mentee in a mentoring relationship?

In reply to the question, "Have you been involved as a mentee in a mentoring relationship," 60% answered yes and 40% answered no. For the question asking the participant if they had mentored others in the field of academic advising, 54% answered yes and 46% answered no. Table 8 shows the percentage of those who have been in a mentoring relationship and those who have been a mentor in a relationship in the field of academic advising.

Table 8*Mentoring relationship participation*

	Yes	No
Have you been involved as a mentee in a mentoring relationship?	60%	40%
Have you mentored others in the field of academic advising?	54%	46%

A chi-square test for independence (with Yates' Continuity Correction) indicated an asymptomatic significance of .015 for advisors who mentored others in the field of academic advising that have also been mentored, $\chi^2 = (1, n = 113) = 5.9, p = .015, phi = .247$. This is statistically significant as the .15 value is below the alpha value of .05. This test shows being mentored makes you more likely to mentor others in the field of advising. Table 9 states the values of the Chi-Square tests.

Table 9*Chi-square table of mentored advisors who mentored others in the field academic advising*

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.889 ^a	1	.009		
Continuity Correction ^b	5.917	1	.015		
Likelihood Ratio	6.936	1	.008		
Fisher's Exact Test				.012	.007
Linear-by-Linear Association	6.828	1	.009		
N of Valid Cases	113				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.17.

b. Computed only for a 2x2 table

Additionally, a *t*-test found no significant difference in job satisfaction in those academic advisors who mentored others versus those who have not mentored others, $t(111) = .646, p > .05$.

An additional analysis found no interaction between those who had or had been a mentor and those who had or had not been a mentee on job satisfaction. For example, those who were mentored but had not mentored may have been statistically different in terms of job satisfaction than an advisor who had not been mentored but had been a mentor because they worked at a small institution that did not allow them to mentor others but truly enjoyed their job; however, no interaction was found, $F(2, 106) = .666, p > .05$.

Advising at colleges and universities utilize different advising models. For the advisors who responded to the survey, 17.9% utilized centralized, 32.1% utilized decentralized, 47.3% utilized a mixed advising model and 2.7% answered other for their advising model. Table 10 shows the different percentages for the advising models.

Table 10

Advising models mentored

Centralized advising model	17.9%
Decentralized advising model	32.1%
Mixed advising model	47.3%
Other	2.7%

Research Question 2. What are the job satisfaction levels for academic advisors?

The job satisfaction scale included 36 statements. Each statement was scored on a Likert scale of 1-6 with 1 anchored at “Disagree very much” and 6 being “Agree very much.” The 36 statements were put into 9 subsections post survey collection as instructed by the original author of the survey (Spector, 1985).. The nine subsections are pay ($M = 3.64, SD = 1.31$), promotion ($M = 3.25, SD = 1.21$), supervision ($Mdn = 5.75, R = 4.25$), fringe benefits ($M = 4.52, SD = .90$), contingent rewards ($M = 4.26, SD = 1.16$), operating conditions ($M = 3.85, SD = .96$), coworkers

(*Mdn* = 5.25, *R* = 3.75), nature of work (*M* = 5.35, *SD* = .68), communication (*Mdn* = 4.50, *R* = 4.50) and could also be summarized overall as total job satisfaction (*M* = 4.41, *SD* = .71). Each subsection included four statements. Promotion had the lowest mean score of 3.25. Two subsections had the same mean of 5.35 and those are supervision and nature of work, and these were the highest mean scores. Table 11 states the job satisfaction mean, medium and standard deviations for each subscale and the overall numbers.

Table 11

Job satisfaction by subscales and overall

	<i>Mean</i>	<i>Median</i>	<i>SD</i>	<i>Skewness</i>	<i>Std. Error</i>
Pay	3.64	3.75	1.31	-.111	.227
Promotion	3.25	3.25	1.21	.182	.227
Supervision	5.35	5.75	.95	-1.770	.227
Fringe benefits	4.52	4.50	.90	-.233	.227
Contingent rewards	4.26	4.25	1.16	-.342	.227
Operating conditions	3.85	3.75	.96	-.106	.227
Coworkers	5.15	5.25	.85	-1.077	.227
Nature of work	5.35	5.50	.68	-1.486	.227
Communication	4.33	4.50	1.03	-.666	.227
Overall job satisfaction	4.41	4.44	.71	-.333	.227

Research Question 3. To what extent have mentoring experiences influenced job satisfaction for academic advisors?

Several Pearson Correlations were run to determine if mentoring experience had influenced job satisfaction. . Both career ($r = .407, p < .01$) and psychosocial ($r = .419, p < .01$) and the overall mentoring score ($r = .431, p < .01$) were correlated with job satisfaction. There was a moderate, positive correlation between the two variables with high levels of mentoring functions with high levels of overall job satisfaction. Table 12 states the Pearson Correlations between mentoring function, mentoring and job satisfaction.

Table 12*Pearson Correlation between mentoring function, mentoring and job satisfaction*

	Job Satisfaction Correlation
Career mentoring (CM)	.407**
Psychosocial mentoring (PM)	.419**
Overall mentoring (OM)	.431**

** Correlation is significant at the 0.01 level (2-tailed).

Research Question 4. What areas of job satisfaction are correlated to mentoring experiences?

The following areas of job satisfaction correlate with overall mentoring at the .01 alpha level: pay ($r = .387, p < .01$), promotion ($r = .335, p < .01$), supervision ($r = .490, p < .01$), and contingent rewards ($r = .371, p < .01$). The following areas of job satisfaction correlate with overall mentoring at the .05 alpha level: operating conditions ($r = .276, p < .05$), and communication ($r = .313, p < .05$). The strongest correlation occurred between supervision and overall mentoring. This demonstrated that higher satisfaction with their supervisor related to higher mentoring scores and was more aligned than other categories. The lowest significant correlation occurred between operating conditions and overall mentoring. Table 13 gives the Pearson Correlation between mentoring functions, mentoring and job satisfaction subscales.

Table 13

Pearson Correlation between mentoring functions, overall mentoring and job satisfaction subsections

	Career Mentoring	Psychosocial Mentoring	Overall Mentoring
Pay	.401**	.336**	.387**
Promotion	.321**	.299*	.335**
Supervision	.475**	.453**	.490**
Fringe benefits	0.198	0.164	0.184
Contingent rewards	.349**	.386**	.371**
Operating conditions	0.200	.343**	.276*
Coworkers	0.198	0.210	0.229
Nature of work	0.199	0.216	0.206
Communication	.283*	.328**	.313*

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

CHAPTER 5

Conclusion

Purpose of the Study

The purpose of the research was to examine the relationship between mentoring experiences and job satisfaction for academic advisors in public institutions of higher education in the state of Alabama. This study examined groups of academic advisors who were mentored in the state of Alabama and job satisfaction. Finally, this study considered the possible impact on job satisfaction for academic advisors from the mentoring they experienced.

Mentoring in educational realms has become a rapidly growing field of practice and study (Brondyk & Searby, 2013). This increased interest in mentoring has created in a mindset that “everyone thinks they know what mentoring is, and there is an intuitive believe that mentoring works” (Eby et. al., 2010, p. 7). This study sought to contribute to this growing field of research.

To be proactive in preventing the many problems that stem from lowered job satisfaction such as high turnover, lowered productivity lowered moral, advisors and administrators of advising need basic information regarding differences in satisfaction in advisors (Buck & Watson, 2002; Love et al., 2010). The purpose of this study was to address this deficiency by identifying advisor variables and environmental variables which are related to job satisfaction and, in doing so, contribute important “next steps” in the development of the advising field.

Summary of Findings

This correlational study examined the relationship of mentoring with job satisfaction in academic advisors. There were 138 respondents representing academic advisors at colleges and universities in the state of Alabama. The participants were 14.2% male, 84.1% female and 1.75%

did not answer the question. The race of the participants was 82.1% White, 15.2% African American, and 2.7% other. Participant ages cataloged in ten-year groups were in the following percentages: 20-29 years old was 16.9%, 30-39 years old was 41.7%, 40-49 years old was 22%, 50-59 years old was 16% and 60 and above was 4%. The mean age was 39.68 years, and the median was 38 years.

Participants were asked what the highest degree was they had earned. 21.9% had earned a Bachelor's degree, 65.8% earned a Master's degree and the remaining 13.3% had earned a degree beyond a Master's degree.

Research question 1 analysis

Research question 1: What percentage of academic advisors who responded to the study have been a mentee in a mentoring relationship?

To answer question one, descriptive statistics was able to identify that 60% had been in a mentoring relationship as a mentee. Advising at colleges and universities utilize different methods of advising models. For the respondents, 17.9% utilized centralized, 32.1% utilized decentralized, 47.3 utilized a mixed advising model and 2.7% answered other for their advising model. Two-year colleges were represented by 13.3% of the participants and four-year colleges were 86.7%.

Donnelly (2006) collected 1,913 in his research on advising satisfaction. Donnelly (2006, p. 6) states,

“Mixed results were found when considering the effect of institutional advising model. With regard to satisfaction overall and with student facets of the job, no significant difference was found; however, a significant difference was evident in terms of advising model and satisfaction with the supervision aspects of the job. No significant differences

were found in overall satisfaction, in the student facet, or supervision aspects among advisors who differ according to the type of institution that employs them. That is, overall satisfaction is the same for advisors working at public, private nonprofit, and proprietary for-profit institutions.”

Although he does not provide a complete statistical breakdown of how many participants are in each category it is interesting to note that none of the categories made a statistically significant difference in the job satisfaction levels.

With only 60% of advisor experiencing a mentoring relationship, there is certainly progress to be made with academic advisors being the mentee in the relationship. Only 54% have mentored other academic advisors, this number also allows for improvement in participation.

A possible cause for this low number of participation is that academic advisors spend their time being a mentor to students and do not use their time or talent to mentor other academic advisors. This could be due to lack of time, lack of expertise or lack of confidence in being a mentor. Academic advisors not participating as a mentee in a mentoring relationship could be due to not being able to identify a mentor, not utilizing time to cultivate a mentoring relationship or they could be in between mentoring relations.

Knowing that mentoring relationships have multiple benefits, it is important to help academic advisors find a mentor to help have access to career guidance, personal support and access to resources and exposure to senior management (Anderson, 2005). Institutions could give guidance on how to identify a potential mentor and information on how to approach and cultivate a mentoring relationship. This guidance could be through professional development, testimonials, and access to contact information for professionals who are willing to be mentors. Allen and Eby (2004) noted mentoring relationships have led to increased compensation,

promotion, and career satisfaction for the mentee. Formal mentoring programs can be introduced through the institution or informal mentoring relationships can be formed through increased time with other senior level academic advisors or academic affairs professionals. Formal programs could be spearheaded through upper administration and work to pair willing participants. These formal programs could also incentivize participation and dedication through meal programs, awards, and stipends.

Research question 2 analysis

Research question 2: What are the job satisfaction levels for academic advisors?

For research question two, frequency measures were used to identify the mean, median and standard deviation for the subsections of job satisfaction. The job satisfaction scale included 36 statements. Each statement was scored on a Likert scale of 1-6 with 1 anchored at “Disagree very much” and 6 being “Agree very much.” The 36 statements were put into 9 subsections post survey collection as instructed by the author of the survey. The author of the survey, Paul Spector included the nine subsections based on a review of the literature surrounding job satisfaction. The nine subsections are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, communication and could also be summarized overall as total job satisfaction. Each subsection included four statements. Pay had a mean score of 3.64. Promotion had a mean score of 3.25. Supervision had a mean score of 5.35. Fringe benefits had a mean score of 4.52. Contingent rewards had a mean score of 4.26. Operating conditions had a mean score of 3.85. Coworkers had a mean score of 5.15. Nature of work had a mean score of 5.35. Communication had a mean score of 4.33. The total satisfaction mean score was 4.41. Promotion had the lowest mean score of 3.25. Two subsections had the

same mean of 5.35 and those are supervision and nature of work and these were the highest mean scores.

Donnelly (2009) found in his nation-wide survey of advisors found a strong correlation between supervision and satisfaction. This correlation found was that the more satisfied with their supervisor, the better their satisfaction overall. Although correlation between overall satisfaction and individual subsections was not measure in the present study, both studies found that the subsection of supervision was a higher level of satisfaction. Epps (2002) surveyed 18 academic advisors and found them to be generally satisfied with their work and Epps's research specifically mentioned supervision as well. Epps also noted that academic advisors are generally satisfied with variety of work performed and level of autonomy afforded to them which is similar to the present study's subsection labeled "nature of work". The present study is in line with previous research in finding that supervision and nature of work show a higher level of job satisfaction. Advisors tend to be student focused and control the individual meetings with students which could be what leads to the nature of work being an area of satisfaction. The nature of the work tends to be an area of academia where the professional is helping the student and find ways around barriers and helping the student find their course to success.

One possible area of concern with this situation is that supervisors can change which could lead to a different level of job satisfaction. This same concern could be true for the nature of work subsection. If the nature of work is changed by either office structure change, student population change or due to curriculum changes, an advisor could no longer be satisfied with the nature of their work. The overarching concern with supervision and nature of work is changes could be made through no fault of the academic advisor.

Promotion carrying the lowest mean score of satisfaction could have several causes associated with that score. Academic advising is a field without a lot of opportunity for advancement beyond a slot or two. Most advising centers are set up to have one director and this one slot for advancement would be the only one for all advisors. Beyond that position would be Associate Dean which holds a faculty credential requirement which very few advisors possess. Donnelly (2009) utilized opened ended questions and 19% of participants indicated that advancement opportunities would improve their satisfaction. He also found the most participants were least satisfied with career opportunity out of the three areas of professional development, career opportunities and recognition.

Research question 3 analysis

Research question 3: To what extent have mentoring experiences influenced job satisfaction for academic advisors?

This question measured if there was a correlation between mentoring experience and job satisfaction. Research question three was measured by Pearson Correlation of mentoring functions and overall mentoring to overall job satisfaction. This test found a significant correlation at the .01 level between mentoring functions, mentoring and job satisfaction.

Lo and Ramayah (2011) conducted a study on mentoring and job satisfaction in a sample of Malaysia's small and medium enterprises arena. There were 158 executives who completed the survey. They found a positive correlation between job satisfaction and career mentoring function but not the psychosocial mentoring function. This could be because the employee did not take the personal information from the mentor into to their career setting. This may be the difference between mentoring in a business setting and an academic setting.

Anafarta and Apaydin (2016) did find a relationship between career and psychosocial mentoring and career satisfaction in faculty in the Turkish higher education system. Conversely, they found psychosocial mentoring affected career success more than career mentoring.

By finding a significant correlation relationship between mentoring functions, mentoring and job satisfaction in academic advisors, this study found that a person who rates a higher level of mentoring experience also rates a higher level of overall job satisfaction. Possible causes of this relationship could be that advisors who seek out mentors are consciously working to improve their circumstances and working to find a better way to do their job. By working at self-improvement and a mentor to learn from and talk to, they can find a higher level of job satisfaction.

An implication for this research question would be for universities to acknowledge that even if mentoring does not directly cause higher job satisfaction, it does correlate. Higher job satisfaction is an important factor in retaining good employees. Creating a mentoring program or the space for employees to utilize a mentor could lead to an employee who is more satisfied with their job.

Research question 4 analysis

Research question 4: What areas of job satisfaction are correlated to mentoring experiences?

Question four was measured by a Pearson Correlation to the nine subsections of job satisfaction to mentoring. The highest level of correlation between a job satisfaction subsection and mentoring was supervision.

The study of Turkish faculty members by Anafarta and Apaydin (2016) showed a strong relationship between career mentoring and career satisfaction as opposed to career mentoring and career success. The career mentoring questions surround coaching, protection, exposure and

challenging assignments. These describe the role of a supervisor. Their study discussed the cause of this correlation of job satisfaction and supervisor satisfaction of possibly being a strong supervisor sets the junior faculty member up for success in the world of academia. This same suggestion could certainly be true for academic advisors and could be the reason of the area of supervisor having the strongest satisfaction correlation.

Another possible cause of supervision satisfaction and mentoring correlation could be that a mentor would assist the advisor in understanding their supervisor. In some cases, the supervisor may be the mentor for the academic advisor and so it would be natural if they are satisfied with one, they are satisfied with the other.

An implication of this finding could be advisors are encouraged to utilize a mentor within their own office. Academic advisors could be exposed to training on how to identify a possible mentor. Supervisors of academic advisors could be encouraged to create a mentor type relationship with the advisors in their office.

A possible consequence of this finding is the issue of a negative experience with a supervisor leads to lack of job satisfaction even if the other areas in the job are a high level of satisfaction.

The literature related to academic advising has been evolving throughout the last twenty years as one of the newer fields in higher education and is becoming more research focused. Finding ways to increase job satisfaction for academic advisors is an ever-present need for all those who benefit from academic advising. There was literature to expand on benefits of mentoring, but a lack of research specifically focused on mentoring in academic advisors.

Limitations of the Study

There is no single job title for professional academic advisors in the state of Alabama, over 500 were identified as possible participants by reviewing the websites of community colleges and universities in the state of Alabama. There may have been other employees who identify as academic advisors who have a title that does not include the phrases of “advisor” or “adviser” the researcher included in the study. Also, there may have been persons who were contacted for this study who although they met the definition of academic advisor, did not identify as academic advisors and therefore did not participate. The timeline of the survey being conducted during the COVID-19 pandemic restrictions so the participant may have answered questions about job satisfaction during a national pandemic where they may have possibly felt an entirely different way prior to COVID-19 restrictions. The pandemic also introduced remote work for the participant which may have affected or influenced the results.

Further Studies

Since this study was limited in scope by being focused on one region and only in public institutions. One area of further study would be to increase the region and include private and for-profit institutions. This would increase the sample size, institutions and advisors who would have access to the study. A more inclusive study could lead to a greater understanding of the relationship between mentoring and job satisfaction.

While job satisfaction is an important piece of the job environment, there is more to be investigated about different areas of professional development and self-improvement. A study should be conducted comparing mentored advisors to non-mentored advisors relative to higher education being pursued, retention, and professional development being pursued. By looking at

more possible areas of impact, more information could be discovered on what mentoring may impact in the professional development and job satisfaction of academic advisors.

This study did not consider the type of mentoring relationship the advisor was involved with, and a study should be conducted on the type of mentoring and the impact on job satisfaction. This study should include the difference in impact of formal versus informal mentoring. This study would investigate if there is a relationship between the type of mentoring relationship and job satisfaction, which could give insight into which programs to focus the institution's efforts.

More information could be gathered about the amount of time spent with mentor and/or the length of the relationship and the possible impact on to job satisfaction. Since psychosocial mentoring function is typically formed after the career function, a longer relationship might have an impact on the difference in the two mentoring functions impact on job satisfaction.

Conclusions

This study found a relationship between being a mentee in a mentoring relationship and a higher level of job satisfaction. The relationship showed a positive correlation between mentoring experience score and job satisfaction. Data analysis showed there was a significant correlation between being a mentee and higher overall job satisfaction. Nature of work and supervision were identified as the highest subsections in job satisfaction levels. The highest correlation level between mentoring and job satisfaction was in the supervision subsection. This means a person who is satisfied with the mentoring relationship is also satisfied with their supervisor.

The study also found that there was a statistically significant difference between those who have been mentored and those who have not been mentored, that serve as a mentor to

another person in the field of academic advising. This identifies that if an advisor has been mentored, they are more likely to mentor others.

There were no covariates in the areas of gender, race, advising model, 2- or 4-year college or age group that were identified with the variables of job satisfaction or mentoring experience. Gender, race, advising model or institution did not show a relationship with the variables of mentoring or job satisfaction. There was not a statistically significant difference in job satisfaction in those who mentored others versus those who had not mentored others. This showed that mentoring others did not have a relationship with the advisor's job satisfaction that was statistically significant.

Implications

Tinto's (2006) updated theory included academic advising in the many resources provided to students to assist in their academic integration into an institution. This academic integration into an institution is the lever for increasing student persistent and retention (Tinto, 1993). A satisfied advisor may contribute more to the institution than a dissatisfied advisor to their role in the relationship with the students they work with daily. Many higher education institutions renewed their interest to academic advising in their effort to keep students enrolled until they complete their degree (Chabinak, 2002). Academic advising is one of the few direct links between students and academic affairs (Nutt, 2003). For a higher education institution, a satisfied advisor should be a priority as they can contribute to an integrated student. The results of this study determined the value of mentoring relationships.

Based on the current research effort and other research (Ensher and Murphy, 2001; Pellegrini and Scandura, 2010) related to mentoring, the following implications are submitted for consideration by higher education institutions that employ academic advisors: each unit should

consider establishing mentoring programs, academic advisors should take a proactive approach to forming their own mentoring relationships, mentoring relationships should be rewarded with time to form the relationship, and mentoring programs should be established to assist in the process of beginning a mentoring relationship. Mentoring has been shown (Allen & Eby, 2003; Chen et al., 2006; Haggard et al., 2011; Lee & del Carmen Montiel, 2011; Ragins & Scandura, 1999) to produce higher levels of job satisfaction and since satisfied advisors contribute to student retention (Hughey, 2011; Vianden, 2016) it would benefit the student who is retained and the university who retains by encouraging mentoring relationships for academic advisors.

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Appendices

Appendix A – Survey Instrument

Please read and refer to the following definition before completing the questions.

Mentoring is a relationship between a more experienced (mentor) and less (mentee) experienced person in an organization to promote the latter's personal and professional development and growth. Have you been involved as a mentee in a mentoring relationship?

Yes (1)

No (2)

Please respond to the following questions concerning only your most significant mentor.

This section contains statements about mentoring functions. Mentoring functions can be classified as career or psychosocial function. Career functions enhance advancement in the organization through sponsorship, exposure and visibility, coaching, protection and challenging assignments. Psychosocial functions enhance an individual's sense of role modeling, acceptance, counseling and friendship.

Disagree very much (1)

Disagree moderately (2)

Disagree slightly (3)

Agree slightly (4)

Agree moderately (5)

Agree very much (6)

Your mentor helped you understand how to accomplish the work objectives of a new position. (1)

Your mentor suggested specific strategies on how to achieve short and long-range career objectives. (2)

Your mentor provided you with ongoing performance feedback about challenging assignments. (3)

Your mentor helped you develop a professional reputation. (4)

Your mentor discussed career paths with you. (5)

Your mentor supported your advancement in the organization through mutual association. (6)

Your mentor shared insights about administrators who held power and influence within the organization. (7)

Your mentor encouraged you to take courses, seminars and workshops to develop your competence in administration. (8)

Your mentor helped prepare you for positions of greater responsibility by providing leadership experiences. (9)

Your mentor displayed a positive attitude which provided a model worthy of emulation. (10)

Your mentor provided support and encouragement as you assumed more responsibility and developed competence. (11)

Your mentor established a trust level which encouraged you to talk openly about anxieties, fears and ambivalence that distracted from the productive organizational work. (12)

Your mentor was a person with whom you could enjoy informal exchanges about work and non-work experiences. (13)

Your mentor exhibited positive values which provided a model worthy of respect. (14)

Your mentor served as your sounding board for self-exploration. (15)

Your mentor helped mold your leadership style. (16)

Your mentor accepted and supported you as you attempted to resolve personal concerns. (17)

Your mentor promoted in you a positive self-image as an emerging administrator. (18)

Your mentor served as a confidant with whom you could share doubts and concerns without risking exposure to others in the organization. (19)

Your mentor established a climate which encouraged independence. (20)

The following questions relate to your job satisfaction.

	Disagree very much (1)	Disagree moderately (2)	Disagree slightly (3)	Agree slightly (4)	Agree moderately (5)	Agree very much (6)
I feel I am being paid a fair amount for the work I do. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is really too little chance for promotion on my job. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is quite competent in doing his/her job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not satisfied with the benefits I receive. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I do a good job, I receive the recognition for it that I should receive. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of our rules and procedures make doing a good job difficult. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel my job is meaningless. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communications seem good within this organization. (9)

Raises are too few and far between. (10)

Those who do well on the job stand a fair chance of being promoted. (11)

My supervisor is unfair to me. (12)

The benefits we receive are as good as most other organizations offer. (13)

I do not feel that the work I do is appreciated. (14)

My efforts to do a good job are seldom blocked by red tape. (15)

I find I have to work harder at my job because of the incompetence of people I work with. (16)

I like doing the things I do at work. (17)

The goals of organization are not clear to me. (18)

I feel unappreciated by the organization when I think about what they pay me. (19)

People get ahead as fast here as they do in other places. (20)

My supervisor shows too little interest in the feelings of subordinates. (21)

The benefit package we have is equitable. (22)

There are few rewards for those who work here. (23)

I have too much to do at work. (24)

I enjoy my coworkers. (25)

I often feel that I do not know what is going on with the organization. (26)

I feel a sense of pride in doing my job. (27)

I feel satisfied with my chances for salary increases. (28)

There are benefits we do not have which we should have. (29)

I like my supervisor. (30)

I have too much paperwork. (31)

I don't feel my efforts are rewarded the way they should be. (32)

I am satisfied with my chances for promotion. (33)

There is too much bickering and fighting at work. (34)

My job is enjoyable. (35)

Work assignments are not fully explained. (36)

Q7 Do you mentor others in the field of academic advising?

- Yes (1)
 - No (2)
-

Q6 Does your institution utilize:

- A centralized advising model (1)
 - A decentralized advising model (2)
 - A mixed advising model (3)
 - Other (4) _____
-

Q5 Do you currently work at a:

- 2 year institution (1)
 - 4 year institution (2)
-

Q2 Gender:

- Male (1)
 - Female (2)
 - Non-binary / third gender (3)
 - Prefer not to say (4)
-

Q3 Race:

- White (1)
 - African-American (2)
 - American Indian or Alaska Native (3)
 - Asian (8)
 - Native Hawaiian or Pacific Islander (9)
 - Other (10) _____
-

Q4 Age

Q4 Highest degree earned:

- Bachelor's Degree (1)
 - Master's Degree (2)
 - Ed. S. (3)
 - Ed. D. (4)
 - Ph. D. (5)
 - Other (6) _____
 - Prefer not to say (7)
-

Q12 How many years have you been employed in the academic advising field?

Appendix B – Consent Letter

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER

for a Research Study entitled "An Examination of Academic Advisors' Mentoring Experiences and the Impact on Job Satisfaction"

You are invited to participate in a research study to examine the impact of mentoring functions in academic advisors in Alabama and their impact on job satisfaction. The study is being conducted by Katie Lackey, doctoral candidate, under the direction of Dr. Johnathan Taylor, Associate Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are listed in the area of academic advising on the website of your affiliated institution in the state of Alabama. You must be 18 years old or older to participate in this study.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a brief online survey which is through Qualtrics. Your total time commitment will be approximately 15 - 20 minutes.

Are there any risks or discomforts? The risks associated with participating in this study are minimal and unlikely to occur. To minimize these risks, we will maintain confidentiality of all respondents. All data obtained from this study will be reported collectively so there is no identifying information connecting you to the data. Any data obtain in connection with this study will remain anonymous.

Are there any benefits to yourself or others? It is unlikely that you will benefit directly from participation in this study. However, the research should help us understand the relationship of mentoring of academic advisors to job satisfaction.

Will you receive compensation for participating? You will not receive any compensation or payment for participation in this study. Are there any costs? You will incur no costs for your participation with the exception of your 15-20 minutes of time. Participation in this study will have no effect on your relationship with Auburn University.

If you change your mind about participating, you can withdraw at any time by closing your window browser. Your participation is completely voluntary. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership and Technology. Every effort will be made to protect your privacy and safeguard personal or confidential information. To minimize risk, all data will be recorded anonymously and storing it on a box drive secured by Auburn University. Information collected through your participation may be used to fulfill the requirements of a doctoral degree, published in a professional journal and/or presented a professional meeting.

If you have questions about this study, please contact Katie Lackey at lackekm@auburn.edu /334-444-5511 or Dr. Johnathan Taylor at jet0060@auburn.edu/334-844-4460.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol# _____

Allow Space for the AU IRB Stamp

Please read and refer to the following definition before completing the questions.

Appendix C – Email invitation to complete survey

Dear Advisor,

I am a graduate student in the Department of Educational Foundations, Leadership, and Technology at Auburn University. I would like to invite you to participate in my research study to better understand the impact of mentoring on job satisfaction in academic advisors.

The online Qualtrics survey should take 20 minutes or less. Your participation in this survey is completely voluntary. You may end your participation at any time by closing the browser. Your survey responses will remain anonymous and no individual data about you will be reported.

The risks associated with participating in this study are minimal and unlikely to occur.

Proceeding with this online survey indicates that you consent to participate in this study.

To begin the survey, please go to this website: **PUT LINK HERE**

If you have any questions, please contact me at lackekm@auburn.edu or my advisor, Dr. Jonathan Taylor, Auburn University at jet0060@auburn.edu.

Thank you for your consideration and willingness to participate in this study.

Katie Lackey
lackekm@auburn.edu

Appendix D – Approval to use instrument

From: [Bynum, Yvette](#)
To: [Katie Lackey](#)
Subject: Re: Mentoring Instrument Approval
Date: Wednesday, August 26, 2020 12:07:13 PM
Attachments: [image002.png](#)
[image003.png](#)

Good afternoon Katie,

Congratulations on your doctorate journey!

Yes, you can use the mentoring instrument for your study. Don't hesitate to reach out if you have any questions.
ypb

Yvette P. Bynum, Ph.D. | Associate Professor
Educational Leadership, Policy, and Technology Studies
[The University of Alabama](#)
323A Graves Hall | Box 870302
Tuscaloosa, AL 35487
Phone [205-348-4101](tel:205-348-4101)
ypbynum@ua.edu

Appendix E – Permission to use NACADA core values graphics

[EXT] FW: Core values figure




Ashley Thomas <ashleythomas@ksu.edu>

To: Katie Lackey

Cc: Karen Sullivan-Vance



Fri 8/13/2021 8:42 AM

 You replied to this message on 8/13/2021 8:54 AM.

CAUTION: Email Originated Outside of Auburn.

Hi Katie!

As a fellow doc student myself, I'm sending you all the positive vibes in this crazy stage of your journey!

Yes...we will grant you permission to use this resource as long as it is properly cited. If you have any other questions, please let me know. And if you ever consider publishing your work, I would love to chat.

Of course, most people take a much needed break so no rush on publishing.

Best of luck!

Ashley A. Thomas, M.S.

Assistant Director of Resources

Managing Editor: NACADA Review

Managing Editor: NACADA Journal

NACADA: The Global Community for Academic Advising

[2323 Anderson Avenue, Suite 225](#)

[Manhattan, KS 66502](#)

Phone: (785) 532-5717

Email: ashleythomas@ksu.edu

Appendix F – Correlation matrix with transformed variables

	Career Mentoring	Psychosocial Mentoring	Overall Mentoring
Total job satisfaction (JS)	.375**	.393**	.406**
Pay (PA)	.382**	.312*	.372**
Promotion (PR)	.310*	.302*	.336**
Supervision (SU)	.367**	.394**	.416**
Fringe benefits (FB)	0.198	0.165	0.170
Contingent rewards (CR)	.325**	.374**	.355**
Operating conditions (OC)	0.200	.343**	.276*
Coworkers (CO)	0.225	0.227	0.255*
Nature of work (NW)	0.199	0.216	0.206
Communication (CU)	.234*	.275*	.261*

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix F - Institutional Review Board

Regarding changes request to protocol entitled "An Examination of Academic Advisors' Mentoring Experiences and the Impact on Job Satisfaction" by Katie Lackey.

1. The modification application was included
2. The spelling of Associate was corrected



AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD REQUEST for MODIFICATION

For Information or help completing this form, contact: THE OFFICE OF RESEARCH COMPLIANCE (ORC)
Phone: 334-844-5966 E-Mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs>

In MS Word, click the enter date area to select correct date, click the enter text area and type your text; click checkboxes to check/uncheck.

- Federal regulations require IRB approval before implementing proposed changes.
- Change means any change, in content or form, to the protocol, consent form, or any supportive materials (such as the investigator's Brochure, questionnaires, surveys, advertisements, etc.). See Item 4 for more examples.
- Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Handwritten forms will not be accepted.

1. Today's Date	6/20/2021
------------------------	-----------

2. Principal Investigator (PI) Name: Katie Lackey			
PI's Title:	Graduate Student	Faculty PI (if PI is a student):	Jonathan Taylor
Department:	EFLT	Department:	EFLT
Phone:	334-844-4790	Phone:	334-844-3078
AU-E-Mail:	lackekm@auburn.edu	AU E-Mail:	Jet0060@auburn.edu
Contact person who should receive copies of IRB correspondence (Optional):	Click or tap here to enter text.	Department Head Name:	James Satterfield
Phone:	Click or tap here to enter text.	Phone:	334-844-4460
AU E-Mail:	Click or tap here to enter text.	AU E-Mail:	Jws0089@auburn.edu

3. AU IRB Protocol Identification	
3.a. Protocol Number: 21-072	
3.b. Protocol Title: An Examination of Academic Advisors' Mentoring Experiences and the Impact on Job Satisfaction	
3. c. Current Status of Protocol – For active studies, check ONE box at left; provide numbers and dates where applicable	
<input type="checkbox"/> Study has not yet begun; no data has been entered or collected	
<input checked="" type="checkbox"/> In progress If YES, number of data/participants entered: 138	Current Approval Dates From: 2/9/2021
<input type="checkbox"/> Adverse events since last review If YES, describe: Click or tap here to enter text.	To: Click or tap to enter a date.
<input type="checkbox"/> Data analysis only	
<input type="checkbox"/> Funding Agency and Grant Number: Click or tap here to enter text.	AU Funding Information: Click or tap here to enter text.
<input type="checkbox"/> List any other institutions and/ or AU approved studies associated with this project: Click or tap here to enter text.	

4. Types of Change	
Mark all that apply, and describe the changes in item 5	
<input checked="" type="checkbox"/> Change Key Personnel Attach CITI forms for new personnel.	
<input type="checkbox"/> Additional Sites or Change in Sites, including AU classrooms, etc.	

The Auburn University Institutional
Review Board has approved this
Document for use from
07/22/2021 to -----
Protocol # 21-072 EX 2102

<input type="checkbox"/> Attach permission forms for new sites.
<input type="checkbox"/> Change in methods for data storage/ protection or location of data/ consent documents
<input type="checkbox"/> Change in project purpose or project questions
<input type="checkbox"/> Change in population or recruitment Attach new or revised recruitment materials as needed; both highlighted version & clean copy for IRB approval stamp
<input type="checkbox"/> Change in study procedures Attach new or revised consent documents as needed; both highlighted version & clean copy for IRB approval stamp
<input type="checkbox"/> Change in data collection instruments/forms (surveys, data collection forms) Attach new forms as needed; both highlighted version & clean copy for IRB approval stamp
<input type="checkbox"/> Other (BUAs, DUAs, etc.) Indicate the type of change in the space below, and provide details in the Item 5.c. or 5.d. as applicable. Include a copy of all affected documents, with revisions highlighted as applicable. Click or tap here to enter text.

5. Description and Rationale
5.a. For each item marked in Question #4 describe the requested changes to your research protocol, with an explanation and/or rationale for each. Additional pages may be attached if needed to provide a complete response. Faculty PI changed from Dr. Marla Witte to Dr. Jonathan Taylor
5.b. Briefly list (numbered or bulleted) the activities that have occurred up to this point, particularly those that involved participants. Survey has been sent to participants and data collected
5.c. Does the change affect participants, such as procedures, risks, costs, benefits, etc. No
5.d. Does the change affect participants, such as procedures, risks, costs, benefits, etc. Click or tap here to enter text.
5.e. Attach a copy of all "IRB stamped" documents currently used. (information letters, consent forms, flyers, etc. Click or tap here to enter text.
5.f. Attach a copy of all revised documents (high-lighted revised version and clean revised version for the IRB approval stamp). Click or tap here to enter text.

6. Signatures
Principal Investigator: <u>Katie Lachke</u>
Faculty Advisor PI, if applicable: <u>Jonathan Taylor</u>

Auburn University Human Research Protection Program

EXEMPTION REVIEW APPLICATION

For information or help completing this form, contact: THE OFFICE OF RESEARCH COMPLIANCE

Phone: 334-844-5966

Email: IRBAdmin@auburn.edu

Submit completed application and supporting material as one attachment to IRBsubmit@auburn.edu.

1. PROJECT IDENTIFICATION

Today's Date 7.13.2021

a. Project Title An Examination of Academic Advisors' Mentoring Experiences and the Impact on Job Satisfaction

b. Principal Investigator Katie Lackey Degree(s) Ed.S.

Rank/Title Graduate Student Department/School College of Human Sciences

Phone Number 334-844-4790 AU Email lackekm@auburn.edu

Faculty Principal Investigator (required if PI is a student) Johnathan Taylor

Title Associate Professor Department/School Educational Foundations, Leadership and Technology

Phone Number 334-844-4460 AU Email JET0060@auburn.edu

Dept Head James Satterfield Department/School Educational Foundations, Leadership, and Technology

Phone Number 334-844-4460 AU Email jws0089@auburn.edu

c. Project Personnel (other PI) - Identify all individuals who will be involved with the conduct of the research and include their role on the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. Attach a table if needed for additional personnel.

Personnel Name Degree (s)

Rank/Title Department/School

Role

AU affiliated? YES NO If no, name of home institution

Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s)

Rank/Title Department/School

Role

AU affiliated? YES NO If no, name of home institution

Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s)

Rank/Title Department/School

Role

AU affiliated? YES NO If no, name of home institution

Plan for IRB approval for non-AU affiliated personnel?

d. Training - Have all Key Personnel completed CITI human subjects training (including elective modules related to this research) within the last 3 years? YES [checked] NO []

Allow Space for the AU IRB Stamp

e. Funding source – Is this project funded by the investigator(s)? YES NO
 Is this project funded by AU? YES NO If YES, identify source _____
 Is this project funded by an external sponsor? YES No If YES, provide the name of the sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
 Name _____ Type _____ Grant # _____

f. List other AU IRB-approved research studies and/or IRB approvals from other institutions that are associated with this project.

2. Mark the category or categories below that describe the proposed research:

- 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)
- 2. Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions).
Mark the applicable sub-category below (i, ii, or iii). 104(d)(2)
 - (i) Recorded information cannot readily identify the participant (directly or indirectly/linked);
OR
 - surveys and interviews: no children;
 - educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.
 - (ii) Any disclosures of responses outside would not reasonably place participant at risk; **OR**
 - (iii) Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***
- 3. Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses (including data entry or audiovisual recording) from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research)
Mark the applicable sub-category below (A, B, or C). 104(d)(3)(i)
 - (A)** Recorded information cannot readily identify the subject (directly or indirectly/linked); **OR**
 - (B)** Any disclosure of responses outside of the research would not reasonably place subject at risk; **OR**
 - (C)** Information is recorded with identifiers and cannot have deception unless participant prospectively agrees. **Requires limited review by the IRB.***
- 4. Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (I, ii, iii, or iv).** 104(d)(4)
 - (i) Biospecimens or information are publically available;
 - (ii) Information recorded so subject cannot readily be identified, directly or indirectly/linked; investigator does not contact subjects and will not re-identify the subjects; **OR**

- (iii) Collection and analysis involving investigators use of identifiable health information when use is regulated by HIPAA “health care operations” or “research or “public health activities and purposes” (does not include biospecimens (only PHI and requires federal guidance on how to apply); OR
- (iv) Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.
- 5. Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs. (must be posted on a federal web site). 104(d)(5) (must be posted on a federal web site)
- 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

New exemption categories 7 and 8: Both categories 7 and 8 require Broad Consent. (Broad consent is a new type of informed consent provided under the Revised Common Rule pertaining to storage, maintenance, and secondary research with identifiable private information or identifiable biospecimens. Secondary research refers to research use of materials that are collected for either research studies distinct from the current secondary research proposal, or for materials that are collected for non-research purposes, such as materials that are left over from routine clinical diagnosis or treatments. Broad consent does not apply to research that collects information or biospecimens from individuals through direct interaction or intervention specifically for the purpose of the research.) **The Auburn University IRB has determined that as currently interpreted, Broad Consent is not feasible at Auburn and these 2 categories WILL NOT BE IMPLEMENTED at this time.**

***Limited IRB review** – the IRB Chairs or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.

****Category 3 – Benign Behavioral Interventions (BBI)** must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.

3. PROJECT SUMMARY

a. Does the study target any special populations? (Mark applicable)

- Minors (under 18 years of age) YES NO
- Pregnant women, fetuses, or any products of conception YES NO
- Prisoners or wards (unless incidental, not allowed for Exempt research) YES NO
- Temporarily or permanently impaired YES NO

b. Does the research pose more than minimal risk to participants? YES NO

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following?

- Procedures subject to FDA regulations (drugs, devices, etc.) YES NO
- Use of school records of identifiable students or information from instructors about specific students. YES NO
- Protected health or medical information when there is a direct or indirect link which could identify the participant. YES NO
- Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. YES NO
- Deception of participants YES NO

4. Briefly describe the proposed research, including purpose, participant population, recruitment process, consent process, research procedures and methodology.

The purpose of the research is to examine the relationship between mentoring experiences and job satisfaction for academic advisors in public institutions of higher education in the state of Alabama. The participants will be academic advisors at 2 and 4 year public schools. A survey will be used to collect the data. The recruitment process will be through emails which are sent by the Katie Lackey who is the graduate student. The email addresses will be obtained from public access websites (the college's website and searching for title of advisor) and two follow up emails. The survey link will contain the information letter and 50 survey questions. The survey will be hosted in the Qualtrics software system. The total time commitment will be approximately 15 – 20 minutes. Participation is voluntary and participants can withdraw at any time. The research questions are: 1. What have been the career mentor experiences for academic advisors? 2. What have been the psychosocial mentor experiences for academic advisors? 3. What are the job satisfaction levels for academic advisors? 4. To what extent have career mentoring experiences influenced job satisfaction for academic advisors? 5. To what extent have psychosocial mentoring experiences influenced job satisfaction for academic advisors? 6. What is the relationship between mentoring experiences and job satisfaction for academic advisors?

5. Waivers

Check any waivers that apply and describe how the project meets the criteria for the waiver. Provide the rationale for the waiver request.

- Waiver of Consent (Including existing de-identified data)**
- Waiver of Documentation of Consent (Use of Information Letter)**
- Waiver of Parental Permission**

All retrospective information will be de-identified.

Waiver of documentation of consent will be through the use of an information letter.

6. Describe how participants/data/specimens will be selected. If applicable, include gender, race, and ethnicity of the participant population.

The participants will be academic advisors at public higher education institutions in Alabama. Email addresses are available on the institutional websites as well as the title of the advisor making it possible to identify their profession. The advisors will be both male and female.

The link will be sharable and participants will be encouraged to share the link with other academic advisors in their office if they feel comfortable doing so.

7. Does the research involve deception? YES NO If YES, please provide the rationale for deception and describe the debriefing process.

8. Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life.

Responses to the survey can take place at a time that is convenient to the participant. The process will not cause any physical or psychological discomfort in the participants' daily life. The advisors are invited to participate and can exit their browser at any time. Surveys will be administered electronically and assurance will be made that their identify is protected.

9. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage.

The researcher will analyze and store data using the VPN client and Microsoft Office. All electronic devices used are password protected in a secured Auburn Box account. After completion of the study, the data will be erased/destroyed. Participants will be informed in the Information Letter that data will be used for research and future publication and none of their data will be identifiable.

10. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).

No identifying information will be gathered through the survey

11. Will the research involve interacting (communication or direct involvement) with participants?
 YES NO If YES, describe the consent process and information to be presented to subjects. This includes identifying that the activities involve research; that participation is voluntary; describing the procedures to be performed; and the PI name and contact information.

The participants will be academic advisors in public higher education institutions in Alabama. Email addresses will be obtained through the school website. The researcher will send an invitation email to the advisor which will contain the survey link. Any data contained in connection with this study will remain confidential. Information collected through their participation may be used to fulfill an educational requirement, dissertation, national or international presentations, or professional journal publications. If there are questions about this study, participants can contact Katie Lackey at lackekm@auburn.edu.

12. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, etc.

1. Application
2. Information Letter
3. Email Invitation for Survey
4. Survey - paper copy
5. CITI Training certificates

Principal Investigator's Signature _____ Date 7.13.2021

If PI is a student,
Faculty Principal Investigator's Signature _____ Date _____

Department Head's Signature _____ Date _____

Department of Educational Foundations, Leadership and Technology
(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

**INFORMATION LETTER
for a Research Study entitled**

“An Examination of Academic Advisors’ Mentoring Experiences and the Impact on Job Satisfaction”

You are invited to participate in a research study to examine the impact of mentoring functions in academic advisors in Alabama and their impact on job satisfaction. The study is being conducted by Katie Lackey, doctoral candidate, under the direction of Dr. Jonathan Taylor, Associate Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are listed in the area of academic advising on the website of your affiliated institution in the state of Alabama. You must be 18 years old or older to participate in this study.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a brief online survey which is through Qualtrics. Your total time commitment will be approximately 15 – 20 minutes.

Are there any risks or discomforts? The risks associated with participating in this study are minimal and unlikely to occur. To minimize these risks, we will maintain confidentiality of all respondents. All data obtained from this study will be reported collectively so there is no identifying information connecting you to the data. Any data obtain in connection with this study will remain anonymous.

Are there any benefits to yourself or others? It is unlikely that you will benefit directly from participation in this study. However, the research should help us understand the relationship of mentoring of academic advisors to job satisfaction.

Will you receive compensation for participating? You will not receive any compensation or payment for participation in this study.

Are there any costs? You will incur no costs for your participation with the exception of your 15-20 minutes of time. Participation in this study will have no effect on your relationship with Auburn University.

If you change your mind about participating, you can withdraw at any time by closing your window browser. Your participation is completely voluntary. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership and Technology.

**Allow Space for the AU
IRB Stamp**

Every effort will be made to protect your privacy and safeguard personal or confidential information. To minimize risk, all data will be recorded anonymously and stored on a box drive secured by Auburn University. Information collected through your participation may be used to fulfill the requirements of a doctoral degree, published in a professional journal and/or presented at a professional meeting.

If you have questions about this study, please contact Katie Lackey at lackekm@auburn.edu /334-444-5511 or Dr. Jonathan Taylor at jet0060@auburn.edu/334-844-4460.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

[LINK TO SURVEY](#)

**Allow Space for the AU
IRB Stamp**

Version Date (date document created): 7.13.2021

E-MAIL INVITATION FOR ON-LINE SURVEY

Dear Advisor,

I am a graduate student in the Department of Educational Foundations, Leadership, and Technology at Auburn University. I would like to invite you to participate in my research study to better understand the impact of mentoring on job satisfaction in academic advisors. The title of this study is "An Examination of Academic Advisors' Mentoring Experiences and the Impact on Job Satisfaction".

The online Qualtrics survey should take 20 minutes or less. Your participation in this survey is completely voluntary. You may end your participation at any time by closing the browser. Your survey responses will remain anonymous and no individual data about you will be reported.

The risks associated with participating in this study are minimal and unlikely to occur.

Proceeding with this online survey indicates that you consent to participate in this study.

To begin the survey, please go to this website: **PUT LINK HERE**

If you have any questions, please contact me at lackekm@auburn.edu or my advisor, Dr. Jonathan Taylor, Auburn University at jet0060@auburn.edu.

Thank you for your consideration and willingness to participate in this study.
Katie Lackey

lackekm@auburn.edu

Default Question Block

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER

for a Research Study entitled

“An Examination of Academic Advisors’ Mentoring Experiences and the Impact on Job Satisfaction”

You are invited to participate in a research study to examine the impact of mentoring functions in academic advisors in Alabama and their impact on job satisfaction. The study is being conducted by Katie Lackey, doctoral candidate, under the direction of Dr. Johnathan Taylor, Associate Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are listed in the area of academic advising on the website of your affiliated institution in the state of Alabama. You must be 18 years old or older to participate in this study.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a brief online survey which is through Qualtrics. Your total time commitment will be approximately 15 – 20 minutes.

Are there any risks or discomforts? The risks associated with participating in this study are minimal and unlikely to occur. To minimize these risks, we will maintain confidentiality of all respondents. All data obtained from this study will be reported collectively so there is no identifying information connecting you to the data. Any data obtain in connection with this study will remain anonymous.

Are there any benefits to yourself or others? It is unlikely that you will benefit directly from participation in this study. However, the research should help us understand the relationship of mentoring of academic advisors to job satisfaction.

Will you receive compensation for participating? You will not receive any compensation or payment for participation in this study.

Are there any costs? You will incur no costs for your participation with the exception of your 15-20 minutes of time. Participation in this study will have no effect on your relationship with Auburn University.

If you change your mind about participating, you can withdraw at any time by closing your window browser. Your participation is completely voluntary. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership and Technology.

Every effort will be made to protect your privacy and safeguard personal or confidential information. To minimize risk, all data will be recorded anonymously and storing it on a box drive secured by Auburn University. Information collected through your participation may be used to fulfill the requirements of a doctoral degree, published in a professional journal and/or presented a professional meeting.

If you have questions about this study, please contact Katie Lackey at lackekm@auburn.edu /334-444-5511 or Dr. Johnathan Taylor at jet0060@auburn.edu/334-844-4460.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol # _____

Allow Space for the AU IRB Stamp

Please read and refer to the following definition before completing the questions.

Mentoring is a relationship between a more experienced (mentor) and less (mentee) experienced person in an organization to promote the latter's personal and professional development and growth.

Have you been involved as a **mentee** in a mentoring relationship?

- Yes
 No

Please respond to the following questions concerning only your most significant mentor.

This section contains statements about mentoring functions. Mentoring functions can be classified as career or psychosocial function. Career functions enhance advancement in the organization through sponsorship, exposure and visibility, coaching, protection and challenging assignments. Psychosocial functions enhance an individual's sense of role modeling, acceptance, counseling and friendship.

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
Your mentor helped you understand how to accomplish the work objectives of a new position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor suggested specific strategies on how to achieve short and long-range career objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor provided you with ongoing performance feedback about challenging assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor helped you develop a professional reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor discussed career paths with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor supported your advancement in the organization through mutual association.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor shared insights about administrators who held power and influence within the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor encouraged you to take courses, seminars and workshops to develop your competence in administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor helped prepare you for positions of greater responsibility by providing leadership experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
Your mentor displayed a positive attitude which provided a model worthy of emulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor provided support and encouragement as you assumed more responsibility and developed competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor established a trust level which encouraged you to talk openly about anxieties, fears and ambivalence that distracted from the productive organizational work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor was a person with whom you could enjoy informal exchanges about work and non-work experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor exhibited positive values which provided a model worthy of respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor served as your sounding board for self-exploration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor helped mold your leadership style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor accepted and supported you as you attempted to resolve personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor promoted in you a positive self-image as an emerging administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor served as a confident with whom you could share doubts and concerns with without risking exposure to others in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor established a climate which encouraged independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions relate to your job satisfaction.

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
I feel I am being paid a fair amount for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is really too little chance for promotion on my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is quite competent in doing his/her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not satisfied with the benefits I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I do a good job, I receive the recognition for it that I should receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
Many of our rules and procedures make doing a good job difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel my job is meaningless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications seem good within this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raises are too few and far between.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those who do well on the job stand a fair chance of being promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is unfair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits we receive are as good as most other organizations offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel that the work I do is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My efforts to do a good job are seldom blocked by red tape.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find I have to work harder at my job because of the incompetence of people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing the things I do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of organization are not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel unappreciated by the organization when I think about what they pay me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People get ahead as fast here as they do in other places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows too little interest in the feelings of subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefit package we have is equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few rewards for those who work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
I have too much to do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that I do not know what is going on with the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride in doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel satisfied with my chances for salary increases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are benefits we do not have which we should have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my chances for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much bickering and fighting at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work assignments are not fully explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you mentor others in the field of academic advising?

- Yes
- No

Does your institution utilize:

- A centralized advising model
- A decentralized advising model
- A mixed advising model
- Other

Do you currently work at a:

- 2 year institution
- 4 year institution

Gender:

- Male
- Female
- Non-binary / third gender
- Prefer not to say

Race:

- White
- African-American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

Age

Highest degree earned:

- Bachelor's Degree
- Master's Degree
- Ed. S.
- Ed. D.
- Ph. D.
- Other
- Prefer not to say

How many years have you been employed in the academic advising field?



Thank you for your participation in this research!

Powered by Qualtrics

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2

COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Katie Lackey (ID: 9176277)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** lackekm@auburn.edu
- **Institution Unit:** Human Sciences
- **Phone:** 3348444790

- **Curriculum Group:** Responsible Conduct of Research for Social and Behavioral
- **Course Learner Group:** Social, Behavioral and Education Sciences RCR
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 36971165
- **Completion Date:** 09-Jun-2020
- **Expiration Date:** 08-Jun-2025
- **Minimum Passing:** 80
- **Reported Score*:** 93

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Authorship (RCR-Basic) (ID: 16597)	09-Jun-2020	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	09-Jun-2020	4/5 (80%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	09-Jun-2020	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	09-Jun-2020	4/5 (80%)
Mentoring (RCR-Basic) (ID: 16602)	09-Jun-2020	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	09-Jun-2020	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	09-Jun-2020	4/5 (80%)
Plagiarism (RCR-Basic) (ID: 15156)	09-Jun-2020	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	09-Jun-2020	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/Verify/?k22337563-01f6-4f92-96ba-903cc0226a2b-36971165

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Katie Lackey (ID: 9176277)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** lackekm@auburn.edu
- **Institution Unit:** Human Sciences
- **Phone:** 3348444790

- **Curriculum Group:** Responsible Conduct of Research for Social and Behavioral
- **Course Learner Group:** Social, Behavioral and Education Sciences RCR
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 36971165
- **Report Date:** 09-Jun-2020
- **Current Score**:** 93

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	09-Jun-2020	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	09-Jun-2020	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	09-Jun-2020	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	09-Jun-2020	4/5 (80%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	09-Jun-2020	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	09-Jun-2020	4/5 (80%)
Mentoring (RCR-Basic) (ID: 16602)	09-Jun-2020	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	09-Jun-2020	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	09-Jun-2020	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k22337563-01f6-4f92-96ba-903cc0226a2b-36971165

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Web: <https://www.citiprogram.org>

Auburn University Human Research Protection Program

EXEMPTION REVIEW APPLICATION

For information or help completing this form, contact: THE OFFICE OF RESEARCH COMPLIANCE

Phone: 334-844-5966

Email: IRBAdmin@auburn.edu

Submit completed application and supporting material as one attachment to IRBsubmit@auburn.edu.

1. PROJECT IDENTIFICATION

Today's Date 7.13.2021

a. Project Title An Examination of Academic Advisors' Mentoring Experiences and the Impact on Job Satisfaction

b. Principal Investigator Katie Lackey Degree(s) Ed.S. Rank/Title Graduate Student Department/School College of Human Sciences Phone Number 334-844-4790 AU Email lackekm@auburn.edu

Faculty Principal Investigator (required if PI is a student) Jonathan Taylor Title Associate Professor Department/School Educational Foundations, Leadership and Technology Phone Number 334-844-4460 AU Email JET0060@auburn.edu

Dept Head James Satterfield Department/School Educational Foundations, Leadership, and Technology Phone Number 334-844-4460 AU Email jws0089@auburn.edu

c. Project Personnel (other PI) - Identify all individuals who will be involved with the conduct of the research and include their role on the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. Attach a table if needed for additional personnel.

Personnel Name Degree (s) Rank/Title Department/School Role AU affiliated? YES NO If no, name of home institution Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s) Rank/Title Department/School Role AU affiliated? YES NO If no, name of home institution Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s) Rank/Title Department/School Role AU affiliated? YES NO If no, name of home institution Plan for IRB approval for non-AU affiliated personnel?

d. Training - Have all Key Personnel completed CITI human subjects training (including elective modules related to this research) within the last 3 years? YES [checked] NO []

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e. **Funding source** – Is this project funded by the investigator(s)? YES NO
 Is this project funded by AU? YES NO If YES, identify source _____
 Is this project funded by an external sponsor? YES No If YES, provide the name of the sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
 Name _____ Type _____ Grant # _____

f. List other AU IRB-approved research studies and/or IRB approvals from other institutions that are associated with this project.

2. Mark the category or categories below that describe the proposed research:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)

2. Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions).
Mark the applicable sub-category below (i, ii, or iii). 104(d)(2)

(i) Recorded information cannot readily identify the participant (directly or indirectly/linked);
OR
 • surveys and interviews: no children;
 • educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.

(ii) Any disclosures of responses outside would not reasonably place participant at risk; **OR**

(iii) Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***

3. Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses (including data entry or audiovisual recording) from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research)
Mark the applicable sub-category below (A, B, or C). 104(d)(3)(i)

(A) Recorded information cannot readily identify the subject (directly or indirectly/linked); **OR**

(B) Any disclosure of responses outside of the research would not reasonably place subject at risk; **OR**

(C) Information is recorded with identifiers and cannot have deception unless participant prospectively agrees. **Requires limited review by the IRB.***

4. Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (I, ii, iii, or iv).** 104(d)(4)

(i) Biospecimens or information are publically available;

(ii) Information recorded so subject cannot readily be identified, directly or indirectly/linked; investigator does not contact subjects and will not re-identify the subjects; **OR**

- (iii) Collection and analysis involving investigators use of identifiable health information when use is regulated by HIPAA “health care operations” or “research or “public health activities and purposes” (does not include biospecimens (only PHI and requires federal guidance on how to apply); OR
- (iv) Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.
- 5. Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs. (must be posted on a federal web site). 104(d)(5) (must be posted on a federal web site)
- 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

New exemption categories 7 and 8: Both categories 7 and 8 require Broad Consent. (Broad consent is a new type of informed consent provided under the Revised Common Rule pertaining to storage, maintenance, and secondary research with identifiable private information or identifiable biospecimens. Secondary research refers to research use of materials that are collected for either research studies distinct from the current secondary research proposal, or for materials that are collected for non-research purposes, such as materials that are left over from routine clinical diagnosis or treatments. Broad consent does not apply to research that collects information or biospecimens from individuals through direct interaction or intervention specifically for the purpose of the research.) **The Auburn University IRB has determined that as currently interpreted, Broad Consent is not feasible at Auburn and these 2 categories WILL NOT BE IMPLEMENTED at this time.**

***Limited IRB review – the IRB Chairs or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.**

****Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.**

3. PROJECT SUMMARY

a. Does the study target any special populations? (Mark applicable)

- Minors (under 18 years of age) YES NO
- Pregnant women, fetuses, or any products of conception YES NO
- Prisoners or wards (unless incidental, not allowed for Exempt research) YES NO
- Temporarily or permanently impaired YES NO

b. Does the research pose more than minimal risk to participants? YES NO

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following?

- Procedures subject to FDA regulations (drugs, devices, etc.) YES NO
- Use of school records of identifiable students or information from instructors about specific students. YES NO
- Protected health or medical information when there is a direct or Indirect link which could identify the participant. YES NO
- Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. YES NO
- Deception of participants YES NO

4. Briefly describe the proposed research, including purpose, participant population, recruitment process, consent process, research procedures and methodology.

The purpose of the research is to examine the relationship between mentoring experiences and job satisfaction for academic advisors in public institutions of higher education in the state of Alabama. The participants will be academic advisors at 2 and 4 year public schools. A survey will be used to collect the data. The recruitment process will be through emails which are sent by the Katie Lackey who is the graduate student. The email addresses will be obtained from public access websites (the college's website and searching for title of advisor) and two follow up emails. The survey link will contain the information letter and 50 survey questions. The survey will be hosted in the Qualtrics software system. The total time commitment will be approximately 15 – 20 minutes. Participation is voluntary and participants can withdraw at any time. The research questions are: 1. What have been the career mentor experiences for academic advisors? 2. What have been the psychosocial mentor experiences for academic advisors? 3. What are the job satisfaction levels for academic advisors? 4. To what extent have career mentoring experiences influenced job satisfaction for academic advisors? 5. To what extent have psychosocial mentoring experiences influenced job satisfaction for academic advisors? 6. What is the relationship between mentoring experiences and job satisfaction for academic advisors?

5. Waivers

Check any waivers that apply and describe how the project meets the criteria for the waiver. Provide the rationale for the waiver request.

- Waiver of Consent (Including existing de-identified data)
- Waiver of Documentation of Consent (Use of Information Letter)
- Waiver of Parental Permission

All retrospective information will be de-identified.

Waiver of documentation of consent will be through the use of an information letter.

6. Describe how participants/data/specimens will be selected. If applicable, include gender, race, and ethnicity of the participant population.

The participants will be academic advisors at public higher education institutions in Alabama. Email addresses are available on the institutional websites as well as the title of the advisor making it possible to identify their profession. The advisors will be both male and female.

The link will be sharable and participants will be encouraged to share the link with other academic advisors in their office if they feel comfortable doing so.

7. Does the research involve deception? YES NO If YES, please provide the rationale for deception and describe the debriefing process.

8. Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life.

Responses to the survey can take place at a time that is convenient to the participant. The process will not cause any physical or psychological discomfort in the participants' daily life. The advisors are invited to participate and can exit their browser at any time. Surveys will be administered electronically and assurance will be made that their identify is protected.

9. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage.

The researcher will analyze and store data using the VPN client and Microsoft Office. All electronic devices used are password protected in a secured Auburn Box account. After completion of the study, the data will be erased/destroyed. Participants will be informed in the Information Letter that data will be used for research and future publication and none of their data will be identifiable.

10. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).

No identifying information will be gathered through the survey

11. Will the research involve interacting (communication or direct involvement) with participants?
 YES NO If YES, describe the consent process and information to be presented to subjects. This includes identifying that the activities involve research; that participation is voluntary; describing the procedures to be performed; and the PI name and contact information.

The participants will be academic advisors in public higher education institutions in Alabama. Email addresses will be obtained through the school website. The researcher will send an invitation email to the advisor which will contain the survey link. Any data contained in connection with this study will remain confidential. Information collected through their participation may be used to fulfill an educational requirement, dissertation, national or international presentations, or professional journal publications. If there are questions about this study, participants can contact Katie Lackey at lackekm@auburn.edu.

12. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, etc.

1. Application
2. Information Letter
3. Email Invitation for Survey
4. Survey - paper copy
5. CITI Training certificates

Principal Investigator's Signature *Katie Lackey* Date 7.13.2021

If PI is a student,
Faculty Principal Investigator's Signature Jonathan Taylor Digitally signed by Jonathan Taylor
Date: 2021.07.15 10:51:25 -04'00' Date 7.15.2021

Department Head's Signature James Satterfield Digitally signed by James Satterfield
Date: 2021.07.15 10:15:51 -05'00' Date _____

Department of Educational Foundations, Leadership and Technology
(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER
for a Research Study entitled
“An Examination of Academic Advisors’ Mentoring Experiences and the Impact on Job Satisfaction”

You are invited to participate in a research study to examine the impact of mentoring functions in academic advisors in Alabama and their impact on job satisfaction. The study is being conducted by Katie Lackey, doctoral candidate, under the direction of Dr. Jonathan Taylor, Associate Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are listed in the area of academic advising on the website of your affiliated institution in the state of Alabama. You must be 18 years old or older to participate in this study.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a brief online survey which is through Qualtrics. Your total time commitment will be approximately 15 – 20 minutes.

Are there any risks or discomforts? The risks associated with participating in this study are minimal and unlikely to occur. To minimize these risks, we will maintain confidentiality of all respondents. All data obtained from this study will be reported collectively so there is no identifying information connecting you to the data. Any data obtain in connection with this study will remain anonymous.

Are there any benefits to yourself or others? It is unlikely that you will benefit directly from participation in this study. However, the research should help us understand the relationship of mentoring of academic advisors to job satisfaction.

Will you receive compensation for participating? You will not receive any compensation or payment for participation in this study.

Are there any costs? You will incur no costs for your participation with the exception of your 15-20 minutes of time. Participation in this study will have no effect on your relationship with Auburn University.

If you change your mind about participating, you can withdraw at any time by closing your window browser. Your participation is completely voluntary. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership and Technology.

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Protocol # 21-072 EX 2102

Every effort will be made to protect your privacy and safeguard personal or confidential information. To minimize risk, all data will be recorded anonymously and stored on a box drive secured by Auburn University. Information collected through your participation may be used to fulfill the requirements of a doctoral degree, published in a professional journal and/or presented at a professional meeting.

If you have questions about this study, please contact Katie Lackey at lackekm@auburn.edu /334-444-5511 or Dr. Jonathan Taylor at jet0060@auburn.edu/334-844-4460.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBAdmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol # _____

[LINK TO SURVEY](#)

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Protocol # 21-072 EX 2102

Version Date (date document created): 7.13.2021

E-MAIL INVITATION FOR ON-LINE SURVEY

Dear Advisor,

I am a graduate student in the Department of Educational Foundations, Leadership, and Technology at Auburn University. I would like to invite you to participate in my research study to better understand the impact of mentoring on job satisfaction in academic advisors. The title of this study is "An Examination of Academic Advisors' Mentoring Experiences and the Impact on Job Satisfaction".

The online Qualtrics survey should take 20 minutes or less. Your participation in this survey is completely voluntary. You may end your participation at any time by closing the browser. Your survey responses will remain anonymous and no individual data about you will be reported.

The risks associated with participating in this study are minimal and unlikely to occur.

Proceeding with this online survey indicates that you consent to participate in this study.

To begin the survey, please go to this website: **PUT LINK HERE**

If you have any questions, please contact me at lackekm@auburn.edu or my advisor, Dr. Jonathan Taylor, Auburn University at jet0060@auburn.edu.

Thank you for your consideration and willingness to participate in this study.
Katie Lackey

lackekm@auburn.edu

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Default Question Block

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER

for a Research Study entitled

“An Examination of Academic Advisors’ Mentoring Experiences and the Impact on Job Satisfaction”

You are invited to participate in a research study to examine the impact of mentoring functions in academic advisors in Alabama and their impact on job satisfaction. The study is being conducted by Katie Lackey, doctoral candidate, under the direction of Dr. Jonathan Taylor, Associate Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are listed in the area of academic advising on the website of your affiliated institution in the state of Alabama. You must be 18 years old or older to participate in this study.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a brief online survey which is through Qualtrics. Your total time commitment will be approximately 15 – 20 minutes.

Are there any risks or discomforts? The risks associated with participating in this study are minimal and unlikely to occur. To minimize these risks, we will maintain confidentiality of all respondents. All data obtained from this study will be reported collectively so there is no identifying information connecting you to the data. Any data obtain in connection with this study will remain anonymous.

Are there any benefits to yourself or others? It is unlikely that you will benefit directly from participation in this study. However, the research should help us understand the relationship of mentoring of academic advisors to job satisfaction.

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Review Board has approved this
Document for use from
07/22/2021 to -----
Protocol # 21-072 EX 2102

Will you receive compensation for participating? You will not receive any compensation or payment for participation in this study.

Are there any costs? You will incur no costs for your participation with the exception of your 15-20 minutes of time. Participation in this study will have no effect on your relationship with Auburn University.

If you change your mind about participating, you can withdraw at any time by closing your window browser. Your participation is completely voluntary. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership and Technology.

Every effort will be made to protect your privacy and safeguard personal or confidential information. To minimize risk, all data will be recorded anonymously and storing it on a box drive secured by Auburn University. Information collected through your participation may be used to fulfill the requirements of a doctoral degree, published in a professional journal and/or presented a professional meeting.

If you have questions about this study, please contact Katie Lackey at lackekm@auburn.edu /334-444-5511 or Dr. Jonathan Taylor at jet0060@auburn.edu/334-844-4460.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

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Allow Space for the AU IRB Stamp

Please read and refer to the following definition before completing the questions.

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Mentoring is a relationship between a more experienced (mentor) and less (mentee) experienced person in an organization to promote the latter's personal and professional development and growth.

Have you been involved as a **mentee** in a mentoring relationship?

- Yes
- No

Please respond to the following questions concerning only your most significant mentor.

This section contains statements about mentoring functions. Mentoring functions can be classified as career or psychosocial function. Career functions enhance advancement in the organization through sponsorship, exposure and visibility, coaching, protection and challenging assignments. Psychosocial functions enhance an individual's sense of role modeling, acceptance, counseling and friendship.

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
Your mentor helped you understand how to accomplish the work objectives of a new position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor suggested specific strategies on how to achieve short and long-range career objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor provided you with ongoing performance feedback about challenging assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor helped you develop a professional reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor discussed career paths with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor supported your advancement in the organization through mutual association.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor shared insights about administrators who held power and influence within the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor encouraged you to take courses, seminars and workshops to develop your competence in administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor helped prepare you for positions of greater responsibility by providing leadership experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
Your mentor displayed a positive attitude which provided a model worthy of emulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor provided support and encouragement as you assumed more responsibility and developed competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor established a trust level which encouraged you to talk openly about anxieties, fears and ambivalence that distracted from the productive organizational work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor was a person with whom you could enjoy informal exchanges about work and non-work experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor exhibited positive values which provided a model worthy of respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor served as your sounding board for self-exploration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor helped mold your leadership style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor accepted and supported you as you attempted to resolve personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor promoted in you a positive self-image as an emerging administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor served as a confident with whom you could share doubts and concerns with without risking exposure to others in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mentor established a climate which encouraged independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions relate to your job satisfaction.

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
I feel I am being paid a fair amount for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is really too little chance for promotion on my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is quite competent in doing his/her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not satisfied with the benefits I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I do a good job, I receive the recognition for it that I should receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
Many of our rules and procedures make doing a good job difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel my job is meaningless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications seem good within this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raises are too few and far between.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those who do well on the job stand a fair chance of being promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is unfair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits we receive are as good as most other organizations offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel that the work I do is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My efforts to do a good job are seldom blocked by red tape.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find I have to work harder at my job because of the incompetence of people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing the things I do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of organization are not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel unappreciated by the organization when I think about what they pay me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People get ahead as fast here as they do in other places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows too little interest in the feelings of subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefit package we have is equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few rewards for those who work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
I have too much to do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that I do not know what is going on with the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride in doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel satisfied with my chances for salary increases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are benefits we do not have which we should have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my chances for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much bickering and fighting at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work assignments are not fully explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you mentor others in the field of academic advising?

- Yes
- No

Does your institution utilize:

- A centralized advising model
- A decentralized advising model
- A mixed advising model
- Other

Do you currently work at a:

- 2 year institution
- 4 year institution

Gender:

- Male
- Female
- Non-binary / third gender
- Prefer not to say

Race:

- White
- African-American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

Age

Highest degree earned:

- Bachelor's Degree
- Master's Degree
- Ed. S.
- Ed. D.
- Ph. D.
- Other
- Prefer not to say

How many years have you been employed in the academic advising field?

Thank you for your participation in this research!

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2

COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Katie Lackey (ID: 9176277)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** lackekm@auburn.edu
- **Institution Unit:** Human Sciences
- **Phone:** 3348444790

- **Curriculum Group:** Responsible Conduct of Research for Social and Behavioral
- **Course Learner Group:** Social, Behavioral and Education Sciences RCR
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 36971165
- **Completion Date:** 09-Jun-2020
- **Expiration Date:** 08-Jun-2025
- **Minimum Passing:** 80
- **Reported Score*:** 93

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Authorship (RCR-Basic) (ID: 16597)	09-Jun-2020	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	09-Jun-2020	4/5 (80%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	09-Jun-2020	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	09-Jun-2020	4/5 (80%)
Mentoring (RCR-Basic) (ID: 16602)	09-Jun-2020	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	09-Jun-2020	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	09-Jun-2020	4/5 (80%)
Plagiarism (RCR-Basic) (ID: 15156)	09-Jun-2020	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	09-Jun-2020	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k22337563-01f6-4f92-96ba-903cc0226a2b-36971165

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2

COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Katie Lackey (ID: 9176277)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** lackekm@auburn.edu
- **Institution Unit:** Human Sciences
- **Phone:** 3348444790

- **Curriculum Group:** Responsible Conduct of Research for Social and Behavioral
- **Course Learner Group:** Social, Behavioral and Education Sciences RCR
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 36971165
- **Report Date:** 09-Jun-2020
- **Current Score**:** 93

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	09-Jun-2020	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	09-Jun-2020	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	09-Jun-2020	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	09-Jun-2020	4/5 (80%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	09-Jun-2020	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	09-Jun-2020	4/5 (80%)
Mentoring (RCR-Basic) (ID: 16602)	09-Jun-2020	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	09-Jun-2020	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	09-Jun-2020	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

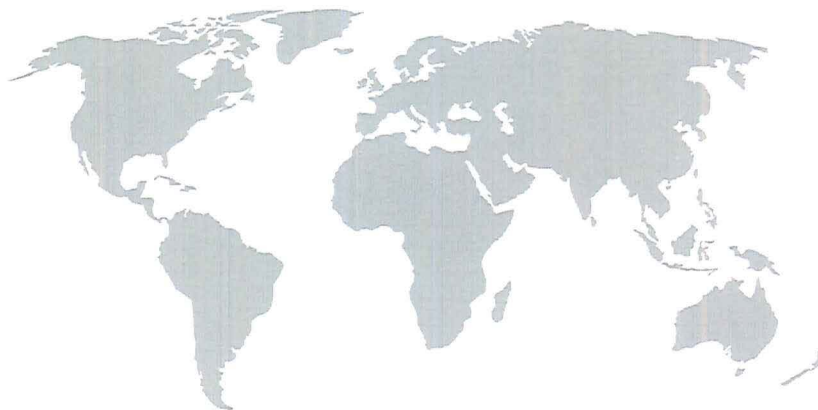
Verify at: www.citiprogram.org/verify/?k22337563-01f6-4f92-96ba-903cc0226a2b-36971165

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>



Completion Date 29-Jul-2020
Expiration Date 29-Jul-2023
Record ID 37155645

This is to certify that:

Jonathan Taylor

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

IRB Additional Modules

(Curriculum Group)

Internet Research - SBE

(Course Learner Group)

1 - Basic Course

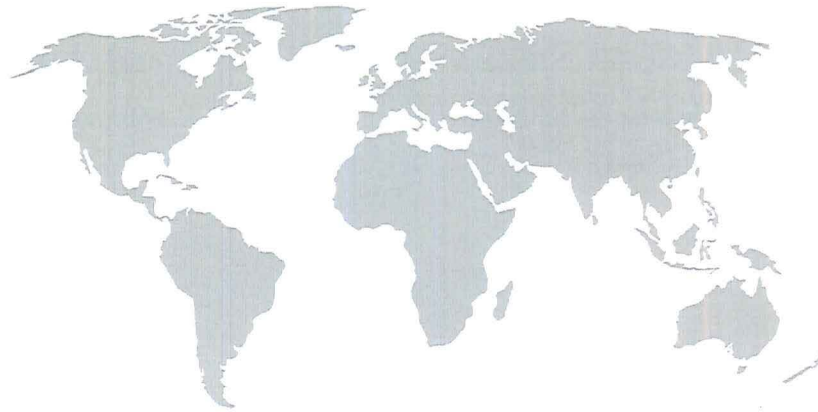
(Stage)

Under requirements set by:

Auburn University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w9204e0f1-f31f-43f1-9230-9eff21e0e370-37155645



Completion Date 29-Jul-2020
Expiration Date 29-Jul-2023
Record ID 37155627

This is to certify that:

Jonathan Taylor

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

IRB Additional Modules

(Curriculum Group)

Defining Research with Human Subjects - SBE

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Auburn University



Verify at www.citiprogram.org/verify/?wdf12d150-db29-48f2-809b-b34a4493529f-37155627