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# The development of Southern Association for College Student Affairs: setting a new course for success

Bobbie Jean Wescovich-Mann

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THE DEVELOPMENT OF SOUTHERN ASSOCIATION FOR COLLEGE

STUDENT AFFAIRS: SETTING A NEW COURSE FOR SUCCESS


By

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COLLEGE STUDENT AFFAIRS: SETTING

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There have been numerous studies conducted concerning how various businesses, management groups and library science organizations address the preservation of their history, the development of goals, the evaluation of those goals and how these lead to the positive development of their organization. However, to date, the researcher has been unable to locate research that has been conducted to assess how Student Affairs associations preserve their history and how they evaluate the effectiveness of their goals or even if they do evaluate their goals.

Based on research conducted through in-depth interviews, review of the data raises questions regarding the way Southern Association for College Student Affairs (SACSA) is attempting to accomplish the current goals, how the goals were established, how that information is disseminated and how the history of the association is being maintained. The membership voiced clearly that there is a conflict between members' perceptions. The association's not utilizing past reports and findings from other committees, such as the Blue Ribbon Task Force, only confirms the need for better communication and follow through. Many of the past SACSA committee studies have yielded the same results as my study. My results further substantiate and fortify the fact that the association is not addressing the reports or perceived needs of the association.

A number of recommendations are offered to improve the preservation of SACSA's history as well as procedures that provide checks and balances to ensure that whatever the membership is communicating that it is being followed through and addressed.

DEDICATION

The doctoral journey has been absolutely amazing and extremely rewarding. As with anything in life, it takes time, commitment, perseverance and a huge amount of support and encouragement from those who care about you and your success. For me, this journey would not have been possible without relying on my Lord and Savior, Jesus Christ who has guided me every step of the way and intervened when I thought I would not make it to the finish line. He has given me the strength and confidence to move forward no matter what life threw at me. As the song written by Casting Crowns says, "Lord, You catch me when I'm falling and You've told me who I am, I am Yours." All the glory goes to God for this wonderful and amazing end to one of the many chapters in my life.

My family echoed that support, love and encouragement. They never gave up on me, especially my best friend, the love of my life and partner, my husband Roland. So many times I worried about being away from my children, Brittany and Brett, or missing a game or important event they were involved in. If anything, my children gave

me bigger hugs and sweeter kisses to reassure mommy that they loved me and knew that what I was doing was important.

Others who have been instrumental in my education: My Paw Paw Braun who told me time and time again that he was proud of me; My Aunt Tina, who is more like a friend than an Aunt—especially because we are so close in age—encouraged me from day one to pursue my college education and My mom and dad who have unconditionally loved me my entire life.

I am truly thankful and blessed for having had the opportunity to share this journey with my dear friend Linda Halbert. She is an amazing individual. I've enjoyed the fact that we started the program together and have not only grown closer as friends, but as sisters in Christ, as we've been there for each other from the beginning of our doctoral program to the exciting end of graduating.

Thank you to all of my friends, family and colleagues for your encouraging words and prayers.

## ACKNOWLEDGEMENTS

This was definitely an answered prayer. After completing the majority of my course work within two years, another amazing opportunity presented itself.

Tom Lovett, who was the Vice President for Student Affairs and University Counsel at the University of North Alabama, offered me the Director of Housing and Residence Life position at UNA in 1998. That same year, while attending the SACSA conference in Charlotte, North Carolina, three gentlemen who have worked many years in the Student Affairs profession and with SCPA/SACSA approached me with a fabulous idea for my dissertation. Those three individuals were Garth Jenkins, Ken Lott and Richard Greer. Their idea was to add on to what Garth Jenkins had done with his dissertation on the association.

After several different setbacks, whether due to family, work, financial, academic, research delays or just life issues, I pushed forward. It has taken me longer than most to finish my degree, but I have had a tremendous amount of support. Much of that support has come from many individuals in many different ways.

Vincent McGrath at Mississippi State University has kept me grounded and focused on the finish line. My committee members have

endured change after change along with me when members on my committee retired or transferred to other Institutions of Higher Learning. I truly appreciate Jimmy Abraham, Edwin Keith, Joe Underwood and Debbie Wells for supporting, encouraging and advising me through the dissertation process.

The one person who has stayed faithfully by my side exhibiting extreme patience, committing a great deal of time to my finishing and success of the program, who has pushed me in an amazing and positive direction while all along sharing a wealth of knowledge, experience and words of wisdom is Thomas Hosie. I appreciate how much time and energy he has invested in me and my success with the doctoral program. This experience has influenced the direction I've chosen in life in a positive way.

I have been fortunate and blessed to have many friends, colleagues and mentors in the Student Affairs field and Higher Education. Too many to name that I'd be afraid I'd leave off someone's name.

A special thank you goes directly to the SACSA Foundation, SACSA leadership and SACSA membership. This dissertation would

not have been possible without your support, assistance and

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CHAPTER I

INTRODUCTION

Higher Education has evolved greatly over time. One can look as far back as 322 B.C. to see when Aristotle and Plato initiated the beginning of higher education in Ancient Greece. Aristotle wrote many books on physics, poetry, zoology, biology, logic, rhetoric, and government. Plato founded an academy of higher learning around 385 BC (*Wikipedia Encyclopedia*, 2006).

In America, Higher Education began with the establishment of Harvard in 1636. Other institutions of higher learning soon followed: William and Mary, Yale, and Princeton. During the beginning stages of higher education in America, many believed that the institution created a sense of unity, loyalty, citizenship, and advanced learning.

Professional associations in higher education began to appear in the early 1900s to address the issues of higher education and the institutional impact on students, faculty and staff. These associations not only served as a research outlet for issues, but they began to address the need for professional development of faculty and staff.

## Emergence of Student Affairs

Student services emerged during the American Colonial period (1600s). Some of those services included dormitories that housed the students, discipline policies that addressed school violations, and activities such as clubs, organizations, fraternities and sports. The faculty and president of the institution of higher learning were the ones who typically oversaw these various service areas (Reardon, 2000). Reardon (2000) states that due to providing the services above, there was then a need to have individuals provide those special services.

Once women were admitted into Oberlin College in 1833, the first dean of women position was established. Additional positions were not created until Harvard appointed a dean of student relations in 1890. This is when Student Affairs became a "distinct entity" which surfaced in the early 1900s. Professional staff and administrative positions such as Deans of Women and Deans of Men were developed to resolve student problems and to administer campus discipline systems.

According to Carpenter (1991), historians believed the number of Dean of Men and Dean of Women positions increased greatly on college campuses from 1870 to 1910. Carpenter (1991) went further to say that during the 20th century there was an increased emphasis

on the services provided to students which ultimately contributed to

Student Affairs as a field, thus reducing the work load of faculty.

Historian and Higher Education author, Cowley believed that Student

Affairs officers were responsible for three primary areas: humanitarian

practices, administration, and counseling (Carpenter, 2004).

As indicated above, counseling is one of the areas needing the

attention of Student Affairs professionals. In 1938 at Princeton,

college administrative counselors began to notice that students were

lacking in social skills. Carpenter (2004) continues by telling us that

counselors reported:

> Our students are markedly lacking in social skills, the ability to
> meet people and to get along with them. They frequently feel ill
> at ease in a social group and cannot engage in conversation in
> other than argumentative fashion.

> Our students are constantly being frustrated by financial
> difficulties, by their immaturity, by their social awkwardness
> and by their lack of practical and social experience…(pp. 86-
> 87).

These findings, along with others, led to the creation of

dormitories. The experience of living in a dormitory would offer young

men the opportunity to share their experiences with each other on a

more personal basis. It was also thought that living in the dormitory

taught responsibility since they no longer lived at home where their

parents, or more so their mother took care of the house cleaning,

washing clothes and so on (Rudolph, 1990).

Next came the development of extracurricular activities, such as debate clubs and literary societies. Eventually, extracurricular activities evolved into fraternities which caused the decline of literary societies. With these new areas or new services of college life appearing, there was a greater need for supervision of student activities. No longer were colleges run by only a few faculty and a college president. There was now a need for a larger administration. Additional positions included secretaries for the faculty, a registrar, vice presidents, deans, business officers, admissions staff and assistants to the president. Initially, these areas were primarily from academics. These individuals were responsible for all areas of college life which included student life, rather than academics (Rudolph, 1990).

To address such changes among the professional community, the Student Personnel "*Points of View*" document was developed in 1937. This occurred after years of discussions and studies by a number of different committees/sub-committees regarding services provided or lack of services provided to students and how these would impact the faculty and administration. The historical background section of the Student Personnel *Points of View* states:

> In January 1925, The Division of Anthropology of the National Research Council met in Washington, D.C. There were 14 institutional representatives there to discuss problems of

vocational guidance. A result of their meeting was the
establishment of the Intercollegiate Council on Personnel
Methods (ICPM) which began a study of ways and means of
making available to institutions knowledge concerning students
as individuals. In 1926, ICPM requested the American Council
on Education sponsor a study of personnel practices in colleges
and universities.

The initial undertaking of the Committee on Personnel Methods
was a survey by L.B. Hopkins to determine what a number of
institutions were then doing to assist the students to develop as
individuals. The publication of the Hopkins report in The
Educational Record of October 1926 focused national attention
upon the importance of this area and upon the need for further
research.

The American Council on Education in 1936 received the report
of the Committee on Review of the Testing Movement and
Guidance to coordinate activities of the council in the
preparation of measurement materials. As a result of this
recommendation, the council discharged the Committee on
Personnel Methods and assigned its measurement functions to
the new committee. (pp. 37-38)

The American Council on Education (ACE) Executive Committee

met in Washington, D.C. in April 1937 where they voted to refer the

report to the Committee on Problems and Plans in Education of the

American Council on Education. In May of 1937, this committee

approved the report and ultimately recommended that a Committee

on Student Personnel Work be established. The committee was

endorsed by the ACE Executive Committee (*Points of View*, 1937).

The Student Personnel *Points of View* (1937) states, "One of the

basic purposes of higher education is preservation, transmission, and

enrichment of the important elements of culture: the product of

scholarship, research, creative imagination, and human experience"

(p. 39). Because of this viewpoint, institutions of higher learning in

1937 became obligated to look at the student as a whole. This then

put emphasis on student development instead of only their

intellectual training.

## Emergence of Student Affairs Professional Associations

Professional associations are defined by their vision, principles,

standards, mission, strategic goals and core values. Associations

begin with a group of individuals voluntarily meeting together to

discuss common interests to support and further a particular

profession. Once the common interests are confirmed the group forms

a body or organization to accomplish a certain set of purposes. Nuss

(2000) goes further to report professional associations:

> seek to advance understanding, recognition, and knowledge in
> the field; to develop and promulgate standards for professional
> standards for professional practice; to inform the public on key
> issues; to stimulate and organize volunteerism; and to provide
> professionals with a peer group that promotes a sense of
> identity. (p. 493)

With the development of higher education and the emergence of

Student Affairs several professional associations were founded. Soon

after the appointment of deans of men and women, the National

Association of Deans of Women (NADW) was founded in 1916. NADW

focused on serving the needs of women in education. In 1918, while Rienow was serving as the Dean of Men at the University of Iowa, he wrote a letter to a colleague suggesting a meeting occur with other professionals. The meeting took place in 1919, which is now recognized as the founding of the National Association of Student Personnel Administrators (NASPA), formerly known as the National Association of Deans and Advisers of Men (NADAM). Five years later in 1924, the National Association of Appointment Secretaries (NAAS) was founded. NAAS is the American College Personnel Association's (ACPA) predecessor. Other professional Student Affairs associations soon followed due to the expansion and specialization of areas under the umbrella of Student Affairs which included, but were not limited to housing, judicial affairs, student activities and financial aid.

Professional Student Affairs associations are usually incorporated and are non-profit organizations. Today there are some larger associations that have executive offices and an Executive Director which are involved with the day-to-day operations such as membership renewals, payment of membership, website coordination, financial record keeping, archives, and other activities.

These associations have a variety of goals, objectives and missions. The one element that they have in common is that they were organized to focus on a particular area or areas of Student

Affairs. These associations addressed professional growth and development, student growth and development, understanding the needs of students, and addressing present and past trends and issues.

Professional Student Affairs associations have since taken on the role of providing continued education through a variety of workshops and publications, which include, but are not limited to, books and journals. The associations encourage professionals to take additional classes through their own institution or on-line to enhance their professional development. These associations, more so on the regional and national level, generally provide a website where members can access a wealth of resources such as, current journals, published books, and listserv services.

Founding Years of Southern Association for College Student Affairs History

The Southern College Personnel Association (SCPA) was founded in 1949. Its primary purpose was to address the needs of Student Affairs professionals within the South. Gottbrath, SCPA 1965 President had this to say about the founding of the SCPA in the October 1965 SCPA Newsletter:

One man, Stanley Jones, had an idea. He immediately activated that idea by sending 50 postal cards to personnel workers in southern colleges. In March the recipients of the cards met in Atlanta and formed the Southern College Personnel Association. One man's idea nourished by an expenditure of $1.50 has paid a hundredfold, time and time again in a short span of fifteen years. (p. 2)

In the January 1970 SCPA Newsletter, Jones wrote, "A Look Backwards" where he referred to himself as:

a head-strong, enthusiastic, 26, bald, new convert to the personnel point of view, holding a master's degree from the citadel of the personnel point of view, Columbia University, of course, to a barracks building in Auburn, Alabama, at Alabama Polytechnic Institute—a new convert to the personnel point of view. (p. 7)

It is important to note that Jones was a graduate student in 1949 when he began organizing the efforts towards the creation of SCPA. Jones published the first newsletter of the Southern American College Personnel Association with the assistance of his wife Sue Jones, who provided her editorial and typing skills. In the first newsletter dated December 1949, Mills, President of the American College Personnel Association congratulated the Southern ACPA on both the initiative and perseverance of Stanley and Sue Jones in getting the Southern area interested in a regional association. Mills ended her letter by saying:

It is my hope that such a group will grow and prosper in the Southern States. ACPA Executive Council will be pleased to aid you in any way possible. Give the idea a good try and we will all profit, as well as the personnel services. (p. 1)

## Leadership

The official formulation of an SCPA constitution and leadership body began at the November 6-7, 1950 SCPA conference held on the Vanderbilt University campus. The temporary leadership determined at the ACPA national conference held in Atlantic City in March 1950 consisted of Croft, University of Kentucky, Chairman; Culpepper, Florida State University, Vice Chairman; Seawell, University of Georgia, Secretary; and Waldrop, Vanderbilt University, Treasurer. These individuals were elected to continue their service at the SCPA conference in November 1950.

A view of the history makes it clear that Jones initiated the communication needed to get the ball rolling for the implementation of a southern regional association and Croft was the individual primarily responsible for pushing those efforts forward to bring the association into reality (Jenkins, 1974).

## Governance Structure

The records in the association archives are incomplete and specific information regarding the association's initial constitution is unclear. There are brief hints that indicate there were a basic understanding by members as to the mission of the association, however there had not been an establishment of a formal document in

the first couple of years of the existence of SCPA. Three years later, in the January 1953 Newsletter, Max Wise took the responsibility to further study the SCPA constitution, in relation to the American College Personnel Association and its constitution serving as an example model. Then in the March 1953 Newsletter the purpose and functions of the Southern College Personnel Association, which was somewhat performing informally during the first two years 1949-1950, was printed (a) to clarify the goals and objectives with regard to personnel services in the colleges and universities of the South, (b) to bring a cross-fertilization of ideas which will result in improved personnel services and (c) to exchange information concerning ways of work in personnel services in the South.

Membership

From its inception the Southern College Personnel Association was concerned about its membership and future. On November 11, 1959 members met after the conference in Gatlinburg, Tennessee to outline objectives and goals of the association and consider implementing activities that would help SCPA reach its goals. The first documented report in providing strategies to accomplish the associations goals were found in an archive file where Truex submitted a report dated January 27, 1973 showing that SCPA

developed a "Blue Ribbon Task Force" to address the future direction of SCPA. Items being addressed in this Task Force report: (a) raise dues, (b) recommendation that a mimeographed press-o-gram be issued monthly, (c) recommendation to propose institutional membership and present two alternatives for a vote of the membership either by mail or at the next convention, (d) recommendation not to publish a journal due to the excessive cost for printing and postage, and the belief that the Journal of College Student Personnel published six times a year and included individuals from the SCPA region, (e) discussion of recommendation to extend Placement Services, (f) continued discussion of establishing a central office, (g) coordination of conventions and workshops in the region with endorsement and "seed" or loan money to members willing to arrange workshops, and (h) providing more opportunities for members to volunteer at conventions for committees and task forces of an ad hoc nature should be provided by the leadership and committee appointments. The President-elect should make these appointments.

Relationship with other Professional Associations

SCPA knew that it was important to establish a positive relationship with other professional associations. These relationships

would enhance and assist in developing the association into a viable

resource for Student Affairs professionals within the southeast region.

Many professionals could not afford to participate at the national level

due to lack of financial resources. With SCPA developing a

relationship with national associations this in essence allowed those

with limited resources to benefit from what national associations had

to offer: journals, research data, accreditation involvement and

establishment of workshops to assist the membership with certain

key issues that they and or the field were experiencing.

American College Personnel Association

At the 1949 American College Personnel Association (ACPA)

annual meeting held in Atlantic City, a group of student personnel

administrators discussed, in a non-structured meeting, the need for a

regional association that would include the Southern states of colleges

and universities below the Mason-Dixon Line. During the ACPA

annual meeting, the request was approved by the ACPA Executive

Council granting the development of a Southern regional association.

Mills, 1949 President of ACPA wrote the following in the

December 1949 Southern A.C.P.A. Newsletter:

> As the president of A.C.P.A. and a former member of the first of
> our Regional Groups I wish to congratulate you, in the

Southern Region on the initiative and perseverance of Mr. and Mrs. Jones in getting interest started in your area.

A.C.P.A. has long realized that not all of its members may attend and participate in the Annual Meetings of the association; hence it has encouraged those who can or do attend to carry the enthusiasm and information gathered from colleagues back to their surrounding schools. Out of this belief involved the regional groups and meetings more readily participated in (because of distances) by many College and University personnel officers.

It is my hope that such a group will grow and prosper in the Southern States. A.C.P.A. Executive Council will be pleased to aid you in any way possible. Give the idea a good try and we will all profit, as well as the personnel services. (p.1)

In the same newsletter under the heading "Encouragement",

ACPA Secretary Shaffer wrote:

It is a pleasure to congratulate the members of the Southern Regional A.C.P.A. for their initiative and interest in forming a regional association. While the national association can do a great deal, I am sure that most of us feel that the personal associations and interchange of ideas in relatively frequent local meetings are perhaps the most valuable contribution which our organization can make.

If I as secretary can be of any help at any time to the association or to the individual members, please feel free to write me. (p. 2)

In 1950, representatives of ACPA emphasized that in no way

was the idea, creation and implementation of SCPA intended to take

away, in a negative manner, any aspects of ACPA. This is evident in

the April 1950 Newsletter where the ACPA Executive Council

approved the establishment of a regional association:

In a few days Lysle Croft will write you a letter requesting you to become affiliated with this Southern Regional Group. WE WISH TO EMPHASIZE AT THIS POINT THAT WE ARE ORGANIZING WITHIN THE STRUCTURE OF THE NATIONAL ACPA. WE ARE BUILDERS, NOT DESTROYERS. We intend to make ACPA better by building in the lower echelons and by promoting our personal and professional growths on the lower levels. We will maintain a broad view-point. (p.1)

Southern Association of Colleges and Schools (SACS)

During its early years, SCPA recognized that a relationship should be established with the Southern Association of Colleges and Schools (SACS) in an effort to have input into accreditation standards. Jenkins (1974) reported that the "first public recognition of the need for developing a relationship with SACS occurred in 1958" (p. 70). SCPA was actively involved and did in fact eventually assist with the influence of the criteria established for accreditation of institutions on the postsecondary education level. Standard VII read:

Student Personnel, of the Southern Association projects a limited view of student personnel work by identifying only seven specific areas—admissions, academic and personal records, orientation, counseling, health, athletics, and alumni.

Jenkins (1974) revealed in his research that the initial record of SCPA making efforts to provide input into accreditation standards occurred in 1962. The SACS proposed changes to Standard VII were shared during the SACS Annual Conference where Sweet, SACS Executive Director was the keynote speaker. During the conference

the SACS membership discussed changes being proposed. In 1962, a counter proposal for Standard VII was submitted on behalf of SCPA. Then in 1970, SCPA was welcomed to become affiliated with SACS. This is when the development of a relationship between the two associations began.

## Goals

As with any association, the development of goals is important so that the officers and the membership know the reasons for the association and its purposes. Outlined in the acquisition records located at Auburn University is the following statement:

> The purpose of the Southern College Personnel Association is to provide: for the cooperative association and stimulation of those persons engaged in college student personnel work and related areas; for the promotion of regional conferences for the discussion of such work; for the formulation and maintenance of professional standards among such workers; and for the promotion of research and experimentation. (p. 2)

However, in the February 7, 1964 Newsletter, SCPA President Mill's shares with the membership that:

> The purpose and functions of the Southern College Personnel Association are stated as follows: To clarify the goals and objectives with regard to personnel services in the colleges and universities, to bring about a cross-fertilization of ideas which will result in improved personnel services and to exchange information concerning ways of work in personnel services in the South. (p. 2)

Mills (1964) continues by saying, "We have a professional responsibility to our institution and to the young people on our campuses, to know what is happening within our region and to use this information constructively for the improvement of our total education system" (p. 2).

<u>Purpose of the Study</u>

There have been no studies found that explored the success and evolution of a Student Affairs association evaluating and assessing goals. Neither were there studies that addressed how to maintain and preserve the archives of Student Affairs associations. There is however, extensive research and publications available as it relates to how other professional associations such as business and library science, to mention a few, preserve history, both in document format and digital. These same resources, in addition to journal articles and books from various disciplines are based on the work of Levesque (1998), Bryson (1995), London (2002) and Fisher (1997) address organizational development through evaluating and assessing goals or the mission of an association.

The purpose of this research is to trace the development of the Southern Association for College Student Affairs (SACSA) as it relates to whether the membership is effectively preserving its history, both

documented materials and digital. To what extent is the association meeting and evaluating its goals? Once this extent is determined, what are the steps taken to effectively address the development of the organization/association should be addressed. The association has evolved over the years and has a desire to continue to grow and serve practitioners, educators, and students. This research will serve as a guide to demonstrate where the association began and how it has evolved. The research will assist in equipping present and future Student Affairs associations in recording their progress in addressing how to preserve their archives and how to effectively evaluate and meet the goals established by the membership. This research follows the creation, evolution and present state of a Student Affairs professional association. This is an amazing opportunity to share this wealth of history and experience with other higher education professional associations and professionals in general.

It is hoped that this research will motivate and encourage future researchers and current professional Student Affairs associations to document and preserve their history, both documented materials and digital.

Definition of Terms

In order to understand the organizational structure and development of professional Student Affairs associations, it is important to provide a clear understanding of terms and abbreviations that are presented throughout this research.

American College Personnel Association (ACPA) is a national/international association for Student Affairs professionals.

Annual Meeting and/or Conference is a prearranged meeting for the purpose of exchanging information, ideas and a time to discuss relevant items pertaining to the association.

Association/Organization is used interchangeably throughout this paper.

SACSA Executive Council consists of a President, the President-elect, the immediate Past President, and the vice presidents. The Executive Director serves as an ex officio member. The Executive Council serves as a board for the formulation and recommendation of policies to the association, and acts for the association between business sessions of the annual conferences. It has the power to propose amendments to the By-laws, and carries on business for the association as determined by the By-laws and the association.

Governance is having decision-making responsibilities in regards to the management of the association. This is looked upon as

an opportunity to actively direct the path in which the association moves.

Membership includes any professional and/or student who is devoting at least one-half time to any aspect of college Student Affairs work (such as graduate school, counseling, teaching, administration, or research) in an institution of higher education or in a state post-secondary education governing body. Within SACSA there is also Associate and Honorary membership.

Mid-Managers Institute provides opportunities for mid-level professionals to enhance and develop new skills. The institute provides resources to influence effective change, and explores leadership opportunities for continued growth in the Student Affairs Profession.

Minutes refers to an official record of the proceedings of a meeting typically prepared by the Secretary and in some occasions an Executive Director.

One-Stop-Shop is a more recent term used to describe one location on a university campus that provides timely, accurate, trouble-shooting and referral information pertaining to that particular university. The One-Stop-Shop attempts to eliminate the student from going to multiple locations to complete their business with the

university whether it be information on registration, housing, financial aid, etc.

Professional Development is an opportunity for professionals to exchange ideas for the betterment of the profession and themselves as professionals. It also allows time to socialize and re-energize. This can be in the form of annual conferences, workshops, courses or brown bag luncheons, just to mention a few.

Southern Association of Colleges and Schools (SACS) is a regional accreditation agency for an eleven state region in the South. The mission of SACS is the improvement of education in the South.

Southern College Personnel Association/Southern Association for College Student Affairs Conference (SCPA/SACSA) is an organization which was founded in 1949 as SCPA and evolved into SACSA in 1982. It was established to address the unique needs of Student Affairs professionals within the South.

Southern Regional Education Board (SREB) was founded in 1948. SREB assists educators with the collecting, compiling and analyzing of data. This information assists in initiating discussions that allow for long-range planning, action and proposals.

Southern States refers to the states that are considered a part of the SCPA/SACSA region. Those states are Alabama, Arkansas, District of Columbia, Florida, Georgia, Kentucky, Louisiana,

Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

Student Affairs is the current term used to describe the organizational structure of departments that are responsible for the out-of-classroom education and support. There may be some cases of in-class education for students in the form of workshops, tutoring and programs.

Student Development refers to both a theory base philosophy and roles of higher education. It is the justification for the existence of the Student Affairs field.

Student Personnel is a term used from the 1930s-1970s, which called for an institutional response to the education of the whole student.

Task Force includes a group of individuals to who temporarily address a particular issue and report its findings.

# CHAPTER II

# REVIEW OF LITERATURE

This chapter presents a brief overview regarding: the history and development of Student Affairs as it pertains to (a) preserving the history of a professional association, (b) value and benefits of a professional Student Affairs association, (c) establishing and assessing goals and (d) organizational development/change within a professional association. Due to the lack of resources specifically addressing Student Affairs in the above-mentioned areas, other professional groups were utilized such as business, library science and archivist.

### Preserving the History of a Student Affairs Association

The value of knowing and understanding the historical point-of-view of Student Affairs will give one a clear appreciation of how the field has evolved over the years. Rhatigan (2000) perceives that there is an erroneous conception that Student Affairs professionals were not interested in nor have an appreciation for the history of the field. In both research materials and interaction one-on-one with various

professionals, the researcher did not come across such beliefs or thoughts. If anything, individuals within the profession were extremely interested in the history and valued what others before them had accomplished and contributed to the profession.

However, Rhatigan (2000) does think that much of our written history has had a "lack of passion and excitement, neglects true context, and fails to convey the spirit of our work" (p. 3). He went further to say that Student Affairs had a compelling story to tell; yet no one has come forward to do so. Throughout graduate school and professional work, the researcher found that it was a belief that Student Affairs professionals found it difficult to find the time to research, write or publish due to the overwhelming number of hours and responsibilities required of such positions. Being a Student Affairs professional, the researcher hopes to begin a new chapter by being one of those professionals who will share her passion and desire to document and preserve the history of areas not extensively researched regarding Student Affairs professional associations. The researcher believes there is, as Rhatigan (2000), put it a "compelling story to tell."

The history begins with Hosie's findings (1991), "During the Colonial Period, European immigrants came to this country with a variety of economic, political, and religious beliefs. Many fled from an

oppressive existence and brought little with them" (p. 25). During this time there were few universities and the ones, which existed, primarily trained students for the ministry. Prior to the Civil War, several professional associations began to appear. Some of these associations included the American Philosophical Society (2007), which was founded by Benjamin Franklin in 1743, the American Medical Association organized in 1847, and others were created to represent various specialized areas (Hosie, 1991 & Nuss, 2000). After the Civil War, the growth of both universities and associations increased. With this increase, Hosie (1991) points out that, "Many professional associations were established, and the existing associations increased their memberships and became stronger" (p. 25).

As indicated in the introduction, a need for student services was recognized during the Colonial years within the American college resulting in the creation of Student Affairs. With this creation, Rhatigan (2000) found in his research that some writers portrayed Student Affairs existence as only a means to assist the president with student behavioral issues. Basically, there are individuals who question whether or not Student Affairs is really a profession. One only has to go back and look at Student Affairs history to truly

understand that it is in fact a thriving profession and provides much

needed services to the students on university campuses.

    The Internet encyclopedia *Wikipedia* defines the beginnings of

Student Affairs as follows:

> As early higher education in the United States was based on the
> Oxbridge model of education, most early institutions were
> residential colleges where the tutors lived in the halls with the
> students. These men were the precursor to Student Affairs
> professionals in the United States.
>
> The profession of Student Affairs came out of the first Dean of
> Men, created at Harvard University in 1890. LeBaron Russell
> Briggs was appointed as Dean of Men in charge of academic
> advising as well as disciplinary duties. This appointment took
> the day-to-day administration of student issues away from the
> president and gave it to an individual. In 1892, Alice Freeman
> Palmer at the University of Chicago became the first Dean of
> Women.
>
> The Student Personnel Points of View, written in 1937 and
> 1949, further developed the area of Student Affairs. In the
> 1970s the landscape of Student Affairs began to change when
> the voting age was lowered and 18 year olds were granted adult
> status in the eyes of the law.

    However, through all my research I have yet to find material

that speaks directly to preserving the history of the Student Affairs

professional association. The evolution of the Student Affairs

profession and its impact on higher education has been extensive as

provided in the *Student Affairs: A Profession's Heritage, Second Edition*

(Rentz, 1994) just to mention one publication among many. Yet, there

was limited material on professional associations and the impact they

have had on the Student Affairs profession. Detailed accounts of the impact in which professional associations have had on the evolution and support of Student Affairs has been absent.

Collecting and Preserving Historical Documents

Since the development of SACSA's website, the amount of paper documents collected and filed has decreased greatly. This particular section will address the need to preserve the history of a professional association and how that can be achieved.

Many view the historian or archivist role as unrewarding or mundane. Hoopes (1979) says that the one way to keep historical work interesting is to "focus directly on human beings." He continues to say that documents, which have survived the past, are the "basis of historical knowledge." Historians typically rely on written/paper documents, letters, and newsletters and so on. According to Hoopes (1979), "Documents are only useful for history if they are in some way preserved" (p. 5-6).

Wagner (1999) writes the following about professional associations:

> Professional membership associations present special problems for archivists because of the highly dispersed nature of their activities (and hence recordkeeping) and the constant turnover of actors. Professional membership associations play a large and active role in American society. (p. 95)

In addition, Wagner (1999) believes the key to developing an

archives program is to realize that the archivists should not take on

the role of "curator" however, they should serve more so as a

"coordinator" for others' activities. This is by assisting others with

their recordkeeping practices. All aspects of the organization should

be well represented in the archives.

Wagner (1999) says that the following should be considered

when creating and setting guidelines for an organization for archiving

materials:

> First, it is important to incorporate archives and records
> practices into routine committee and activities. Having the
> guidelines written into the policy and procedures manuals that
> direct chapter and activities help to ensure that good
> recordkeeping practices become the norm rather than the
> exception, and also that effective recordkeeping did not seem to
> be an additional unwarranted burden.
>
> Second, for organizational units that turn over their
> membership regularly (governing boards, committees, advisory
> councils, task forces, working groups, liaisons), the organization
> should develop recordkeeping guidelines based on interviews
> with board members and committee chairs concerning their
> patterns of communication and their current recordkeeping
> practices. These guidelines should consist of a model filing
> system and a retention schedule, along with instructions for
> transferring records to the archives at an appropriate time (e.g.,
> once the individual's term of office is complete, for board
> members; at the expiration of a task force's or
> working group's charge; or every other year as committee and
> council chairs rotate).
>
> Finally, exploring the use of oral, photography, and videotaping
> projects for topics that would otherwise be poorly documented

in the written record but that are important enough to justify additional documentation. (p. 103-104)

Based on Wagner's (1999) "Integrating Archives and Records Management Programs of Professional Membership Associations," an implementation of eight basic principles served as a foundation for his recordkeeping and archival models, see *Figure 1* and *Figure 2*: (a) associations are responsible for their own records and recordkeeping, (b) an effective program must be designed—and must be implemented—by a professional archivist and records manager with education, experience, and training in both archives and records management, (c) the goal of an integrated archives and records program is to provide a complete, comprehensive account of an organization's activities and structure, (d) records management and archives efforts must be integrated in order to be effective, (e) the archivist must be a coordinator of others' activities and not merely a curator of records, (f) the archives program must be visible and accessible, (g) only a highly proactive program will be able to document fully the activities of the association, and (h) it's often desirable, and perhaps necessary, to distinguish between historical and current records.

Wagner (1990) continues to explain the importance of preserving the history of an association:

Becoming familiar with the association's past and future is extremely important not only for understanding the records, but also for recognizing how best to intervene in order to ensure that good recordkeeping practices are in place. Understanding the association's past will help identify the strengths and weaknesses of the written record to date, shed light on past and current patterns of communication and recordkeeping practices, recognize the ease or difficulty of changing those practices for the better, and identify definite breaks in the surviving record.

Understanding the association's future will enable the archives and records program to identify new areas to document, new technologies with which to cope, and effective ways to incorporate good recordkeeping practices into the routine business of the association. A professional membership association's past can be learned from historical articles and books, annual reports, and newsletters. The future trajectory may be identified if the association has a comprehensive, detailed, monitored, and updated strategic plan. (p. 112-113)

In addition, Wagner (1990) concludes the case study findings

with the following comments:

Professional membership associations are numerous and important contributors to society, yet they are often poorly represented in the archival records. For smaller associations unable to devote adequate resources to developing and maintaining their own archives and records programs, it is still their responsibility to make provisions for managing their own records. Simply occasionally offering "historical records" to a collecting repository is not in the best interests of the organization or the repository. (p. 121)

<div align="center">Figure Captions</div>

*Figure 1.*  Archival guidelines improve the management of historical

records.

*Figure 2.*  Recordkeeping guidelines address the management of

current records.

# ARCHIVAL GUIDELINES

I.    Introduction

II.   Development of Basic Archives
            Identify Valuable Records
                    Proposed Filing Scheme for Archives
            Gaining Custody of Archival Records
                    Proposed Records Schedule for Chapters
            Storing Archival Records
            Organizing Archival Records
            Duties of an Archivist
            Archivist, Historian, and Librarian

III.  Development of Historical Resources
            Writing a History
                    Basic History
                    Detailed History
                    Writing the History
                    Suggested Sources for Information
            Creating a Scrapbook
                    Items to Include in a Scrapbook
                    Suggestions for Creating and Using a Scrapbook
                    Mounting Items into a Scrapbook

IV.   Development of an Advanced Archives
            Preservation
                    Creation of the Original Document
                    Environmental Conditions
                    Storage and Handling
            Indexing
            Documentation Projects

V.    Appendices
            References
            Resources
            History Sources
            List of Forms
            Sample Archival Forms

Figure 1 (continued)

Glossary of Selected Archival Terms
Glossary of Basic Preservation Terms

*Figure 1:* Archival Guidelines


RECORDKEEPING GUIDELINES

I.      Introduction

II.     Basic Recordkeeping Practices
            Identifying Valuable Records
            Transfer of Archival Records
            Duties of Archivist
            Preservation Concerns

III.    Concluding Remarks

IV.     Proposed Filing Scheme for Archives
            Proposed Records Schedule

V.      Appendices
            List of Forms
            Records Transfer Guidelines
            Sample Archival Forms

*Figure 2:* Recordkeeping Guidelines

<u>Preserving the Digital History of a Professional Association</u>

In this day and age, the question is no longer just simply purchasing acid free file folders and boxes in an attempt to preserve paper documents. Those activities are still very much relevant and important, however we are now in an age that consists of advanced technology that includes downloading documents, creating PDF files, scanning documents and maintaining websites. Technology is ever changing and improving on a daily basis. Some would say that technology is moving so quickly that it has become a challenge and somewhat difficult to keep-up with to maintain and update systems currently in operation.

Both Cohen and Rosenzweig (2005) have written specifically about how to gather, preserve and present the past on the web as a form of digital history. They recognize that there are certain precautions in maintaining historical documents in a digital format. In their book they discuss ways to prevent loss of digital work and methods to ensure the survival of a website with the technical changes that occur over time.

It is important to understand what is required to preserve digital history. Things to take into consideration are (a) steps needed to be taken to preserve that history and (b) what projects produce

paper documents. Preserving history requires a certain amount of effort; however digital history requires a significant amount of work to ensure its ongoing existence. Cohen and Rosenzweig (2005) focus on basic ways in preparing a website for a "long, if not perpetual, existence online" (p. 1).

These authors wrote, "What we can do today to help tomorrow's Historians" (p. 3). They tell us that electronic resources are far more unstable than paper records. Evidence has shown that much of the time the storage of digital documents has been poorly done which has resulted in faster losses of material. For instance, CDs can easily be scratched, demagnetized or may become corrupt, which disables the ability to retrieve the material saved on the CD. Digital formats are seen as a perfect way to store a large amount of material that often allows for an unlimited amount of reproduction, however, once this material is lost or damaged, it could mean disaster. Cohen and Rosenzweig (2005) stated:

> Yet this already troubling characterization of digital materials only begins to scrape the surface of what we are up against in trying to save these bits. Historians—even those strongly committed to long-term preservation—can lose important digital resources in some very unsettling ways. (p. 3)

At present, there does not seem to be a full-proof way of eliminating the various risks of storing and saving digital resources. McLemore (2004), Austin College archivist states, "With technology in

such rapid flux, I do not think enough information is available about the shelf life or future retrieval capabilities of current digital storage formats to commit to any particular plan at this time" (p. 4-5).

Hedstrom (2003) who is a leading expert on digital archiving from the University of Michigan goes further to say, "No acceptable methods exist today to preserve complex digital objects that contain combinations of text, data, images, audio, and video and that require specific software applications for reuse" (p. viii).

First of all, Cohen and Rosenzweig (2005) believe that determining what to preserve is important to establish. A useful set of guidelines should be established to determine what documents and records should be classified as "permanent" and are considered to have great significance and value to the association. Questions to ask regarding what is the long-term value of a document or set of documents include, (a) is the information unique, (b) how significant is the source and context of the records, (c) how significant are the records for research or the association, (d) do these records serve as a finding aid to other permanent records, (e) are the records related to other permanent records, (f) how usable are the records, (g) what are the cost considerations for long-term maintenance of the records and (h) what is the volume of records (p. 7). These should be established

and then in turn will contribute to a "well-established archival

tradition" which is preserving history.

Secondly, Cohen and Rosenzweig (2005) say, "the first line of

defense against loss of valuable digital information rests with the

creators, providers and owners of digital information" (p. 10). The

authors believe that historians are important in establishing proper

protocol as it relates to creating sound and reliable content that would

be readable and useable way into the future. Historians believe in

good, reliable documentation.

> Good documentation allows current and future readers to
> understand where a text or object came from, who created it,
> what its constituent pieces are, and how it relates to other texts
> or objects. Like history itself, documentation contextualizes,
> relates, and records for posterity, and it helps to make a source
> more reliable. (p. 10)

Cohen and Rosenzweig (2005) go further to say that these same

values hold true not only for written documents but also digital

materials such as websites.

> Documentation takes time and thus involves a trade-off; after
> all, you could spend that same time improving the site's design,
> digitizing more documents, or adding features that your
> audience might appreciate. Unsurprisingly, creators of websites
> often end up abandoning overly stringent or complex
> documentation regimes. We suspect that many scholars would
> go into print with incomplete footnotes if not for the stern hand
> of an editor. But websites go to press without those external
> prods to jar us out of our laziness.
>
> Programmers, however, know that poorly documented code
> causes problems in the long term, and sometimes even in the

short term, as others take over a project and scratch their heads at what the prior programmer has done, or an insufficiently caffeinated mind fails to comprehend what it did just a few days ago. Rigorous documentation provides a digital document like a web page with something akin to transparency, so that you and others can understand its pieces, structure, and functionality, now and in the future. So try to annotate your website as you create it, just as you would with a book or essay. Doing so in a thoughtful manner will allow you and others to modify and migrate the site in the future with less trouble, which in turn means that the site is more likely to live on when technological changes inevitably come. (p. 10)

There are many other technical considerations the authors cover in *"Preserving Digital History"* that should be addressed when creating and modifying a website. These should be discussed and covered during the initial meetings when considering who will be responsible for writing, maintaining, editing and overseeing a website.

Finally, and most importantly, is after a solid website is created and established, the next questions to ask are how will the website files be backed up and how many copies should be made? Cohen and Rosenzweig (2005) provide the following questions to consider when determining what steps to take when thinking about "safe storage," (a) where should you keep your website's files (b) who can access (and possibly alter) them and (c) what happens if there's a fire or a flood?

No matter how much attention you pay to documenting and standardizing your code, poorly thought out storage of your website can erase—quite literally—your entire effort. Having a robust storage plan provides further peace of mind that the digital materials you create about the past will have a future. (p. 16)

When a site is not written, managed and preserved properly, one will see it disappear overtime. With any project, a website should be properly supervised and monitored. Not only is it important for the website to be accessible to those viewing it in the present, but also the desire to safe guard it so that the material, documents and history can be enjoyed for years to come and not lost. The preservation of material can be done periodically by regularly downloading the website onto backup disks on a predetermined schedule.

Values and Benefits of a Professional Student Affairs Association

This is a brief overview as it relates to the values and benefits of a professional Student Affairs association. Fisher (1997) states that, "All associations serve some purpose and provide some kind of value when they are first organized" (p. 1). He goes further to say that if the association's purpose and value are not maintained, backed, encouraged and supported the association will basically have to go bankrupt. The association will cease to exist.

Two of several ways to determine the value of an association are: being actually involved with research projects addressing current Student Affairs issues and providing professional development to its membership. Fisher (1997) points out organizations' flourish and

grow from "input of their members." So when comparing a large association to a smaller one, it can be deduced that the smaller would provide more value since the membership should, in theory, have better opportunities to actively communicate and participate in the association. That input will reveal what the current issues are at the present time and what the membership wants in ways of developing professionally.

Research topics that have an impact on the evolution of Student Affairs have evolved and changed over the years. Between the years of 1950 to 1960, SCPA research topics consisted of (a) research addressing the impact of personnel work in the South, if any, (b) training student personnel workers, (c) student characteristics and (d) various types of research techniques. Basically, SCPA were beginning to organize themselves to dive into being a driving force for research in the South. One way in particular that they began organizing themselves was by starting up a work conference called "*The Swannanoa Conference.*" The name was created after the location of the first work conference was held in 1952 in Swannanoa, North Carolina that addressed research topics that affected the South. Other such work conferences took place in 1953 and 1961. These are the years listed on the booklets in the file folder labeled "Research Committee." Some of the topics covered during this time included, (a)

essentials of a college personnel program, (b) extent to which student personnel workers should develop a professional orthodoxy, and (c) personality factors and their implications for student selection in three women's colleges.

In November 1967, SCPA began a "Research Symposium" that was held at the annual conference, which included the following research topic titles: (a) the perceptual characteristics of disadvantaged negro and caucasian college students, (b) expectations of Cumberland College students, (c) perceived environments in selected public and church related junior colleges, (d) reverse articulation and (e) the Michigan State University NDEA year long institute for college student personnel workers. In January 1973, a proposal was submitted by the chair of the research committee Meadows, Auburn University, on behalf of the research committee to hold the research symposium as a pre-convention activity. The pre-convention time frame was proposed for two hours. It is interesting to see how these activities evolve and change over time. As mentioned earlier, the association originally did not believe that enough time was committed to research at its annual conference and now we find that the association is going back to the original format. This is evidence of how a professional association evolves and how important it is to know the needs and issues important to the membership as well as

the history so that the association knows where it started and where it is going.

Further in the archives, a document titled, "History of Research Committee" dated 1985 reports the first research symposium taking place as a pre-conference session in 1966 and continued every year until 1971, after which point it was then a part of the regular conference schedule. The archives clearly indicate that these dates are inconsistent with the documented letter from the 1973 research committee as shown above. Years later, the archives show that the goals of the research committee in 1999 were: (a) to encourage research in higher education, specifically in the area of Student Affairs and (b) to reward significant research done by members within the Student Affairs profession. These goals were to be met by the following objectives: (a) recognize significant doctoral work pursued in the region and (b) offer grants to the SACSA membership that will assist with the completion of a research project that has broad application. SACSA developed an annual award given at the November conference recognizing doctoral research. In addition, the SACSA Foundation is supporting and funding research being conducted on the association's history.

Some of the benefits of a professional association are professional development and training opportunities. DeCoster and

Brown (1991) provide a variety of components or strategies which are mostly used to promote professional/staff development, they are: (a) individual motivation and self-assessment is important for a successful staff development structure; (b) supervision and performance evaluation if developed in an effective manner can have a positive impact on one's development as a professional; (c) mentoring relationships appear to be the most powerful source of learning and growth; and (d) structured learning opportunities vary from enrolling in an academic course to brown bag discussion groups and/or workshops. It has been found that workshops provide a more valuable type of professional development than an academic course. The authors tell us that no one disputes the rationale for participating in professional development opportunities. Such opportunities provide continuous professional and personal growth.

Scott (2000) says that there needs to be more emphasis on professional training and staff development to ensure that Student Affairs professionals maximize their contributions to the field. He further explains that through ownership there is a sense of competence and that owning a task will ensure greater competence. Ultimately, the more opportunities created and provided the greater the growth of skills and competence are achieved. This then leads to greater retention of highly qualified professional Student Affairs staff.

Establishing and Assessing Goals

Nuss (2000) says that one of the ways to exemplify excellence in a volunteer association is to articulate the mission clearly. She continues by saying, "It is also true that, like a college or university, an association's mission may or may not be explicit or readily understood by its members or a wider professional audience" (p. 495). Bryson (1995) goes further by pointing out that, "Before an organization can define its mission and values, it must know exactly what it is formally and informally required to do (and not do)…" (p. 65). There is a need for having a sense of purpose, a common goal, so that the membership and key leadership know how to accomplish or fulfill the mission of the association. Bryson (1995) defines a mission as a clarification of an association's purpose, or "why it should be doing what it is doing." He continues by saying that, "vision clarifies what the organization should look like and how it should behave as it fulfills its mission" (p. 67).

The benefit of understanding and clearly articulating the association's mission is that it encourages a positive habit of discussing what is important. When the mission is not being accomplished or met, there should be dialogue as to "why important

issues are not being addressed (Bryson, 1995)." Development is important to the association's success and survival. Manuel London (2002) states that the "directions for development stem from the organization's objectives, which include goals" (p. 108).

The length of a mission statement can vary but are usually short. Bryson (1995) says that they should be "inspiring" and answer the questions (a) who is the association, (b) what are the basic needs the association exists to meet, (c) what are the basic problems the association exists to address, (d) what is done to recognize those basic needs and problems, (e) how should the association respond to the membership, (f) what are the philosophy, values and culture, and (g) what makes this association distinctive and unique from all the other professional Student Affairs associations.

Once the mission has been determined, assessing and identifying the association's strengths, weaknesses, opportunities and threats is important to develop effective change within the association (Bryson, 1995). Bryson (1995) continues, "The need for effective assessments is heightened by the sheer pace of change in the world at large" (p. 82), and "wise organizational leaders feel compelled to pay attention" (p. 82). The assessment process begins by first looking back. Bryson (1995) says that, "Organizations also typically can say little, if anything, about their outputs, either historical or present, let

alone about the effects those outputs have on customers" (p. 91).

When an association understands and takes into account the past

history, it will be easier for them to look forward. One exercise that

Bryson (1995) recommends when assessing the strengths,

weaknesses, opportunities and threats is by using a historical context

exercise such as "Organizational Highs, Lows, and Themes." This

exercise is basically a powwow session to determine the highs, lows

and themes of the association. Such assessment will give the

association a clearer sense of its current situation and allows

strategies to be identified to address the issues.

Addressing the strategies moves the association in the direction

of determining the outcomes desired by the association, "what is truly

important?" For instance, (a) what issues require action; (b) what

issues do not require action, but should still be monitored; or (c) what

issues require an immediate response; and (d) what are the

consequences of failing to address the issue (Bryson, 1995).

For this process to be successful, Bryson (1995) states that

"There is no substitute for effective leadership when it comes to

planning" (p. 211). Both Bryson (1995) and Levesque (1998) believe

that it is important to have a "champion," Levesque refers to this

person as the keeper to ensure the success of this process. Bryson's

(1995) guidelines for the champion are similar to Levesque's (1998) "keeper," refer to pages 27-28.

1.  Keep strategic planning high on people's agenda.

2.  Attend to the process.

3.  Think about what has to come together.

4.  Organize the time, space, materials, and participation needed for the process to succeed.

5.  Pay attention to the language used.

6.  Keep pushing the process along.

Using dialogue and discussion will result in the creation of a meaningful process. It is the collective efforts of the association's membership that will enhance the overall effectiveness of establishing and assessing its goals (Bryson, 1995). Basically, everyone needs to visit the past to move forward in a positive direction. This will ensure positive outcomes that will benefit all involved.

<u>Organizational Development</u>

When looking at the development of an organization, setting new directions can be done by only those who hold leadership positions within the organization. Before beginning this change, leaders should be provided with resources as to know how to plan

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effective change and then allow them to begin the planning

themselves (Levesque, 1998). Organizational change does not always

require an organization to bring in an outside consultant.

Levesque (1998) guides his readers through various steps that

are not difficult or painful when looking at implementing effective and

positive change within an organization. This can lead to an

organization meeting its full potential and not just settling into an

every day routine of getting things done at the last minute.

First, Levesque (1998) instructs that it is important to have

"ambassadors of change." There are two big "ifs" that he tells the

reader to consider; (a) if a change effort is seen as coming directly

from the organization's top leaders, and (b) if a change effort is

successfully implemented and is seen to clearly make things better…

and once these are asked, then the next time change is needed,

implemented and announced, the concerns and the number of people

who tend to resist change will likely be reduced. Change is ever

present and will not go away. The world progresses, expands, evolves

and adapts. If an organization does not do the same, it will perish.

Ambassadors of change can teach and educate the organization how

to embrace change and ultimately use it for the organization's

advantage. Levesque (1998) goes further to say this about the leaders

of the organization:

They must burn brightly with an all-consuming sense of mission. They must be able to develop, and share with the whole organization, a compelling vision of triumphant success. The elaborate plan building to follow is all predicated on this initial vision; it feeds every branch of activity within the organization, the way a trunk nourishes every branch of a tree. In a reciprocal way, the organization draws renewed energy from these activities, the way the tree trunk collects energy from every leaf on every branch. Without this energizing, reciprocating vision, this "trunk," there is no living, growing tree at all; there is only a pile of lumber. (p. 7)

Secondly, leaders should plan for success. If this happens, then the likelihood of achieving success is greater. Levesque (1998) outlines a way to begin to formally create a written plan for organizational change by "asking big questions." Those questions serve as an "eight-point checklist" to begin a planning template. The word "employee" has been changed to "member" to reduce the confusion when applying Levesque's "*Breakaway Planning*" for organizational change. The questions are as follows:

1. How will we become ambassadors of change?

First, and most important, the leaders must be seen to be leading the change effort personally. By their actions, decisions, and day-to-day behavior, they must unfailingly demonstrate their determination to make their compelling vision of organizational success a reality. Moreover, they must strive to reduce the fear and uncertainty associated with change, and they must impart to others throughout the organization their own high level of optimism that the shared vision of success will be realized. (p. 29)

For an organization to experience success, the organizational change has to be led. Leaders must set the course, be visible, and

stress the importance of the association's vision and work towards

making the vision a reality. There may be difficult times and

challenges that arise along the way, but this does not mean that the

leader and/or leaders should disappear for days or weeks at a time.

Leaders should be active, responding in an appropriate time to

questions from the organization or just work in general. The flow of

information should be up-to-the-minute and not cease to exist.

Levesque (1998) continues telling how the association can

effectively communicate information.

2.  How will we spread the word internally?

A leadership strategy must be developed to ensure that the
entire organization feels it is consistently being informed about
what is changing, why, and how. Progress must be reported,
successes highlighted, and solutions shared, all continuously. If
new elements of change give rise to new fears and anxieties,
these must be addressed and laid to rest quickly, before
destructive rumors spread and fuel resistance. (p. 29)

3.  How will we acquire and use customer data?

As changes are introduced, it is important to verify with
customers that the organization continues to move in the right
direction. Mechanisms must be defined that make acquiring
and using customer feedback simpler and easier. Increasingly,
the leadership team should strive to base key strategic
decisions on real data, as opposed to best guesses. (p. 29)

4.  How will we bring members up to speed?

The process of recruiting, hiring, and orienting new employees
must clearly and visibly support the organization's values,
mission, and vision. (p. 29)

Again, replacing the term "employee" with "member" will put

things into a better perspective and will shed light on how a

professional association can use these same guidelines.

5.  How will we make things better for our members?

Management must demonstrate its own willingness to adopt change by identifying, and then removing, the main organizational obstacles to employees' doing what is expected of them to make the vision a reality. Those particular policies or procedures that tie their hands, and the systems and technologies that get in the way, must be streamlined or replaced. (pp. 29-30)

6.  How will we make things better for our customers?

In tandem with the organizational change effort, there must be a collective focus on improving the total customer experience; otherwise, the attention paid to achieving internal objectives easily diverts the organization's attention from external aspects of the business, including relationships and interactions with customers. Here are the greatest opportunities to create direct employee involvement, which is a powerful neutralizer of resistance to change. (p. 30)

7.  How will we measure our successes?

Is the change initiative actually bearing fruit? Are the various strategic objectives being satisfactorily met? How is the organization to tell? Consideration must be given to the measurement of results. Progress must be clearly tracked, to ensure that no wrong turns are taken, no costly mistakes unknowingly perpetuated. (p. 30)

8.  How will we celebrate our successes?

Last, provision must be made to recognize good work and celebrate achievements. Employees must feel that their efforts to support the change and realize the vision are being acknowledged and appreciated. (p. 30)

Finally, there are steps that can be used to put the "finishing touches" on organizational change. Levesque (1998) provides some "fine-tuning" that may be dealt with during this phase of organizational change. They include: (a) identifying activities to be discontinued, (b) creating an "overview storyboard", (c) deciding on a kickoff strategy, and (d) assigning responsibility for creation of the plan document.

Once these items are addressed and implemented, the next step is moving towards implementing the following: (a) the actual plan document is cleaned up and completed, (b) if needed, training-plan elements are added, (c) the plan is circulated for final review and ratification, (d) if appropriate, the contents of the plan are formally communicated to the organization as a whole, and (e) copies of the plan are turned over to relevant parts of the organization for implementation. After all this has been covered, there should be someone designated as "the keeper of the plan" (p. 212). The plan itself will not get the job done; the keeper should stay on top of things in a timely manner and not allow the plan to fall to the wayside. Levesque (1989) emphasizes that the keeper has to oversee the plan at every angle or the chances of the progress of the plan will stall and the organization's attention will shift in a different direction. This will lead to the plan being only a memory and will fade quickly away.

Details must be recorded and reported as to the plans progress, including any challenges encountered and what remains to be done and by whom.

When determining who the keeper will be, there are some questions that the leadership team should ask of each nominee: (a) is this individual sufficiently sophisticated in matters of organizational dynamics to appreciate the cultural implications of introducing profound change, (b) would this individual feel comfortable giving senior leaders feedback, and even holding their feet to the fire if necessary, (c) will this individual's ego permit him or her to remain in the shadows while helping others look good in the spotlight, and (d) is this an individual who commands respect and credibility in the organization? Ultimately, this person will be the organizations "change champion."

When writing the plan, the organization should ask itself: (a) what exactly will be done, (b) how will it be done, (c) who will do it, (d) who will ensure that it gets done (who is the official keeper of the plan?), (e) when will it begin, or be completed and (f) how will success be measured? Once these questions have been answered, the organization will move towards implementing its organizational plan.

Prior to the implementation, consideration should be given to conducting training to the key leadership so that they are all aware

and on-board for the actual plan. After training has been completed, the final document has been prepared; it is on to implementing the organization's plan. Some final words of wisdom from Levesque (1998) are directed to both the "ambassadors of change" and the "keeper of the plan." For the ambassadors of change, he tells them to "avoid expending all of their personal energy at the front end" (p. 237). They must prepare to pace themselves through out the "entire life span" of the plan. As for the "keeper of the plan," they should "track the plan's progress about a month or so ahead of actual dates" (p. 237). Levesque (1998) realizes that with any plan there is always room for "revisions" and "fine-tuning" as the plan evolves over time. The leadership should look at these changes as an "opportunity to improve the overall implementation" (Levesque, 1998, p. 240), of the plan and the success of the organization.

    With any well thought-out plan there is always the possibility for something to go wrong and it may not necessarily be the actual plan but those responsible for implementing it. In any case, when this does occur due to poor communication, lack of responsibility to implement, resistance on the part of the individual in charge of implementing a portion of the plan, or possibly a little of all of these, Levesque (1998) says that "it doesn't matter."

Failure to meet commitments on the plan should be treated no differently than failure to meet any other important organizational objective. There is almost certainly an established procedure in place for dealing with managers who consistently fail to meet their performance targets or objectives, even if personally they are in no way to blame; this same procedure applies here.

In short, the way to deal with stalled implementation is to demonstrate zero tolerance for stalls, and to do so with speedy and decisive action. (p. 241)

Over time, two or more years, the likelihood of the energy level will begin to drop, people become apathetic or the history regarding the reasons for implementing the plan may not be in the forefront of an individual's minds. Whatever the reason, Levesque (1998) believes that "an effective way to inject new life into the implementation-in-progress" (p. 242), is to hold mini-workshops or trainings on different levels of the organization. With SACSA, could this be done with certain committees, which include but are not limited to, the Executive Council during their mid-year meeting, SACSA Scholars, Foundation, New Professional Institute, and Mid-Managers Institute.

Change will happen with one person at a time according to Bishop (2001). He continues to say "change isn't going to be effective if the organization does not create and communicate a sound strategy or fails to implement a plan to deal with a flawed strategy" (p. 3). One of the first priorities for addressing change in an organization is by having individual assessment occur first. Membership should be

involved because they are the ones ultimately implementing the change.  Bishop (2001) goes further to say, "all change roads lead back to people" (p. 3).

## Summary

In summary, this chapter presents a review of literature as it relates to preserving the history of a professional Student Affairs association and what steps such an organization can take to continue its growth and history through establishing goals, assessing goals and implementing organizational development/change.

A survey of literature and recurring theme throughout showed a lack of research and writing on Student Affairs professional associations as it relates to preserving its history, established process to regularly evaluate its goals and how organizational development should take place after the evaluation process. A few studies were found in other areas such as archivist and library science, which addressed how an organization should preserve its history. A couple of studies were found in the areas of business and management that directly addressed the importance of an association establishing goals and assessing them. In addition to addressing how positive development of an organization can be achieved. The literature primarily covered student learning outcomes or assessments. This is,

however, definitely an area needing more attention as it relates specifically to Student Affairs.

# CHAPTER III

## METHODOLOGY

This study will provide an understanding that more research needs to be conducted, due to the lack of current studies that explore the success and evolution of a Student Affairs association in regards to preserving its history and evaluating its goals. It is a historical-qualitative study and has been conducted through the review of historical documents, and individual and focus group interviews. This type of research uses practices which are common in historical writing; more specifically, historical materials, such as the association's archives are a primary source (Merriam, 2001). Bogdan and Biklen (as cited in Merriam, 2001, p. 35), "in their discussion of types of case study, list historical organizational case studies as one form common in education research. These studies focus on a specific organization and trace its development." Yin (as cited in Merriam, 2001) further explains, "history can overlap, the case study's unique strength is its ability to deal with a full variety of evidence—documents, artifacts, interviews, and observations—beyond what might be available in the conventional historical study" (p. 36).

This chapter will explain the nature of the study and reveal how different types of qualitative methods were used for this study.

## Design

Qualitative design, more specifically, historical research was chosen in order to collect data from archival documents and obtain first hand knowledge from the membership. The purely qualitative side came from the desire to collect data through the "human instrument, the researcher, rather than through some inanimate inventory, questionnaire, or computer" (Merriam, 2001, p. 7). Patton (as cited in Merriam, 2001) takes it a step further to explain:

> Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting—what it means for participants to be in the setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting—and in the analysis to be able to communicate that faithfully to others who are interested in that setting… The analysis strives for depth of understanding. (p. 6)

> Patton (1990) elaborates more:

> Qualitative methods permit the evaluator to study selected issues in depth and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry. (p. 13)

I selected the qualitative design method to collect valuable data by using the following techniques: (a) membership interviews, both by conducting focus groups and individual interviews and (b) collection and review of both archival and historical data. This data will add strength to the study through gaining understanding of the memberships' first-hand knowledge regarding the preservation of history and goals of the association.

In regards to interviewing, Seidman (1991) explains, "I interview because I am interested in other people's stories. Most simply put, stories are a way of knowing. It is this process of selecting constitutive details of experience, reflecting on them, giving them order, and thereby making sense of them that makes telling stories a meaning-making experience" (p. 1). Additional resources for information may be revealed during the interview process. Interviews add an element of past personal and professional experiences individuals have experienced while being affiliated with SACSA, which may not be available by other means. Seidman (1991) goes further to tell us, "The primary way a researcher can investigate an educational organization, institution, or process is through the experience of the individual people, the "others" who make up the organization or carry out the process" (p. 4).

To ensure that any bias that may be present does not interfere with the interviews and focus groups, the questions were clear, straight forward and not leading. During the interview process, I did not make any personal comments about my thoughts, feelings or beliefs regarding the questions asked or the comments stated by other individuals. Every possible precaution was made to ensure that the responses made during the interviews were that of the members without any assistance or guidance from me.

To address ethical concerns that may have come-up, I assured the participants that their participation was voluntary, and that their refusal to participate would not involve any penalty or loss of benefits to them. They were also informed that they may discontinue their participation at any time. Confidentiality was reviewed regarding their individual identity. Participants could indicate on the informed consent form whether or not they gave permission to use their name in the study. Once the participants read the informed consent form, which included a confidentiality statement, and had no questions, the form was signed and filed.

<u>Method</u>

The primary sources of data used in this research were the individual and focus group interviews and membership survey of

participants who were active members of the association. Secondary sources used in the development of research were the association's archive files which included letters from past officers and committee members, newsletters, minutes from past meetings, past conference registration data, Jenkin's dissertation, the association's policy manual, a document labeled "*The Founding of SCPA & the Early Years*," past conference program booklets, and membership reports.

Participants

The participants for this study are active SACSA members who are either Student Affairs graduate students or full-time employees at various colleges and universities within the southeast United States. The interviews were conducted as individual interviews and in focus groups. Interviews took place on college campuses, summer mid-managers institute, Foundation planning meeting and fall annual conferences.  I conducted eight individual interviews and fifteen focus groups as shown in Table 1. Each interview was chosen based upon its accessibility, geographic location and my ability as the researcher to travel to these various locations. The description of each location is included in Chapter 4 of this study. The focus groups consisted of 5-10 active SACSA members per session. Table 1 lists the locations of each interview and what type of interview was conducted.

The individual interviews focused on the details of the members' personal and professional experience since being a member of SACSA. The interview was not structured. The focus group interviews consisted of structured questions that came directly from the association goals and mission.

The SACSA members were asked to voluntarily participate in the study. The study included both public and private colleges and university professionals and graduate students. The total membership of SACSA reported by the Executive Director was 721 for 2005 and 713 for 2006.

Table 1

*Individual and Group Interviews*

| Index | Individual Interview | Group Interview |
|---|---|---|
| Campus | | |
| Samford University | | 1 |
| University of North Alabama | | 1 |
| Conference/Meeting | | |
| SACSA Foundation | 1 | 1 |
| SACSA/NASPA MMI | 5 | 1 |
| 2004 SACSA Conference | | 1 |

Table 1 (continued)

| Index | Individual Interview | Group Interview |
|---|---|---|
| 2005 SACSA Conference | 2 | 6 |
| Internet | | |
| Discussion Board | | 4 |
| Total # of Interviews | 8 | 15 |

*Note:* Due to the overall lack of participation at the 2004 conference and the low number of participants during this session (n=3), this group will not be included in the study.

## Interview Structure

I asked the participants in the study to volunteer to be interviewed both in the individual interviews and focus groups. The participants were assured complete confidentiality. Participants were told verbally and it was included in the form of consent each one signed. Each participant was asked to complete a consent form and SACSA member profile questions. These two forms assured confidentiality and provided a way of tracking the demographics of those individuals being interviewed. Both individual interview questions and focus group questions were designed to discuss the

members' knowledge of the goals of the association and whether or not they believed the history of the association to be important to preserve.

Interview Questions

To ensure a structured format and reduce time being spent on repeating the question, visual aids were used.  Each question was printed on a piece of paper in color, as a visually appealing tool, and placed on a centrally located easel. All of the goals of the association were put into the form of a question. Interview questions came directly from the association's goals. All interviews were taped, then transcribed and coded for common themes.

One of the limitations of the study was the lack of participation during the 2004 SACSA conference, which resulted in having to wait another year to conduct additional interviews at the 2005 SACSA conference. Other avenues, such as the SACSA/NASPA Mid-Managers Institute and campus visits were pursued to conduct additional interviews. This approach proved to be both successful and beneficial.

Interview Arrangement

Individual interviews provided the opportunity to gain insight and perspective from other SACSA professionals as it related to their

personal and professional experiences being affiliated with the

association. Focus group interviews allowed me to gain insight and

perspective from groups of other SACSA members who were active

members of the association. With groups, the dialogue was greater

between members. They elaborated more on each question. "Groups

are not just a convenient way to accumulate the individual knowledge

of their members. They give rise synergistically to insights and

solutions that would not come about without them" (as cited in

Patton, 1990 & Brown et al., 1989: p. 40). Patton states that:

> Focus group interviews have several advantages when used for
> program evaluation purposes. It is a highly efficient qualitative
> data-collection technique. In one hour the evaluator can gather
> information from eight people instead of only one person. Thus
> the sample size can be increased significantly in an evaluation
> using qualitative methods through focus group interviewing.
> Focus group interviews also provide some quality controls on
> data collection in that participants tend to provide checks and
> balances on each other that weed out false or extreme views.
> The group's dynamics typically contribute to focusing on the
> most important topics and issues in the program, and it is fairly
> easy to assess the extent to which there is a relatively
> consistent, shared view of the program among participants. (pp.
> 335-336)

Key SACSA leadership aided in the arrangement of individual

and focus group interviews. I chose the various groups based on

available numbers of active SACSA membership, location of meeting

or institution and the ability to travel based on finances and location.

Most of the individual interviews occurred at the SACSA/NASPA Mid-

Managers Institute and the majority of focus groups took place at the 2005 SACSA Annual conference.

Trustworthiness

Lincoln and Guba (as cited in Myers & Sylvester, 2006) suggest that there are five areas that should address qualitative research integrity: (a) trustworthiness, (b) dependability, (c) transferability, (d) credibility and (e) confirmability. As researchers, we look to ensure trustworthiness by making certain that the study is both valid and reliable. The other four components are considered to be components of trustworthiness. Merriam (2001) notes that addressing specific concerns while conducting qualitative research, appropriate strategies should be reviewed when looking at internal validity, reliability, and external validity.

When considering internal validity, the question that comes to mind is the research measuring what the research thinks it is measuring. Ratcliffe's (as cited in Merriam, 2001) view is, "(a) data do not speak for themselves; there is always an interpreter, or a translator; (b) that one cannot observe or measure a phenomenon/event without changing it, even in physics where reality is no longer considered to be single-faceted; and (c) that numbers, equations, and words are all abstract, symbolic representations of

reality, but not reality itself. Validity, then, must be assessed in terms of something other than reality itself (which can never be grasped)" (pp. 201-202). Strategies to use in determining internal validity are (a) triangulation, (b) member checks, (c) long-term observation, (d) peer examination, (e) participatory or collaborative modes of research and (f) researcher's biases (Merriam, 2001). Member checking is used by restating, summarizing and paraphrasing the information received to ensure correctness. Triangulation is used as well and has been discussed further under reliability.

When checking reliability, repeating the same study, will it yield the same results? Can the research findings be "replicated" (Merriam, 2001)? Merriam points out that:

> Since the term reliability in the traditional sense seems to be something of a misfit when applied to qualitative research, Lincoln and Guba (1985, p. 288) suggest thinking about the "dependability" or "consistency" of the results obtained from the data. That is, rather than demanding that outsiders get the same results, a researcher wishes outsiders to concur that, given the data collected, the results make sense—they are consistent and dependable. The question then is not whether findings will be found again but whether the results are consistent with the data collected. (p. 206)

The strategies that can be used to determine dependability are (a) the investigator's position, (b) triangulation and (c) audit trail (Merriam, 2001).

Multiple sources and perspectives were obtained to address triangulation. This was done through utilizing archival documents, conducting individual interviews and focus groups in addition to administering a survey. To enhance the trustworthiness, an on-line survey was created and sent to 817 current SACSA members. According to Trend (as cited in Patton, 1991), bringing a variety of data and methods together is useful which then allows different viewpoints to come forward.

External validity asks the question, "how generalizable are the results of the research study" (Merriam, 2001, p. 207). Guba and Lincoln (1981; as cited in Merriam, 2001), point out that even to discuss the issue, the study must be internally valid, for there is no point in asking whether meaningless information has any general applicability" (p. 207). Strategies that address external validity are (a) rich, thick description, (b) typicality or modal category and multisite designs (Merriam, 2001). Direct quotes were used to communicate the participants' thoughts and feelings. Merriam (2001) recommends using, "rich, thick description—providing enough description so that readers will be able to determine how closely their situations match the research situation, and hence, whether findings can be transferred" (p. 211).

## Data Analysis

Common themes from the interviews were analyzed when reviewing transcripts from transcribed tapes and field notes to see if patterns emerged. Cross-case analysis was used in order to identify similarities and differences. Answers from the different participants were grouped together by common and different perspectives.

Notes were taken on interesting comments that were relevant to the study in addition to taping each interview. After each interview, I reviewed my notes and the SACSA member profile questions each participant completed. Once all interviews were completed, I reviewed and highlighted text that emerged by using word-based techniques (Ryan & Bernard, 2003). Word repetition and key-words-in-contexts (KWIC) are word based techniques which draw from simple observations. Ryan and Bernard (2003) tell us, "if you want to understand what people are talking about, look at the words they use" (p. 2). Ryan and Bernard (2003) continue by say, "Word repetitions can be analyzed formally or informally. In the informal mode, investigators simply read the text and note words or synonyms that people use a lot" (p. 2). These repetitions tell us that the ideas repeated are important, recurring themes. The formal way to analyze text is to use a computer to determine the word frequency from interviews and text. Both techniques (informal and formal) were used

to determine the themes for this study.  The only difference is that when determining word frequency, a computer was not used; it was all analyzed by hand.

Data analysis, when applied to case studies, "is an intensive, holistic description and analysis of a single, bounded unit" (Merriam, 2001, p. 193). Stake (1995) explains:

> Keeping in mind that it is the case we are trying to understand, we analyze episodes or text materials with a sense of correspondence. We are trying to understand behavior, issues, and contexts with regard to our particular case. …we try to find the pattern or the significance through direct interpretation, just asking ourselves "What did that mean?" For more important episodes or passages of text, we must take more time, looking them over again and again, reflecting, triangulating, being skeptical about first impressions and simple meanings. (p. 78)

All information has been brought together—interview notes, transcripts, archival documents, and records. They have been organized so that it is easy to retrieve data.

<u>Limitations</u>

The current study included Student Affairs professionals and graduate students who were active members of SACSA. Female participants were highly represented and more predominate than males during the survey. Male participants were highly represented and more dominate than females during the focus groups.

Other limitations included lack of participation during the first set of focus groups held at the 2004 SACSA Annual conference. Due to lack of numbers, other avenues to collect data were brainstormed. With the support of key SACSA leaders, other alternatives to collect data were reached. The lack of participants during the 2004 conference resulted in delaying the progress of research for one full year.

CHAPTER IV

RESULTS

Major findings of the study are summarized in this chapter. The chapter is organized into four primary sections: (a) the participants in the study, (b) group descriptions, (c) findings, and (d) summary of the findings.

## The Participants in the Study

In this chapter, a brief description of the SACSA members who participated in the study is presented. Participants include those who were interviewed, both individually and within a focus group, in addition to those who completed the on-line survey.

The professional status of the participants varied from graduate students to senior Student Affairs officers. The senior Student Affairs officer is a practitioner who has 10 or more years of experiences in Student Affairs whereas; the mid-level professional has between five to eight years of experiences in Student Affairs. The new professional is a practitioner beginning a career in Student Affairs with up to five years experience (Scott, 2000). Basic demographics provided by the participants are included in Table 2 and Table 3.

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Demographic Profile of the Interviewed Participants

A total of 68 active members of SACSA were interviewed in 2005 at the Mid-Managers Institute, SACSA Foundation meeting, SACSA Annual Conference, and on the University of North Alabama campus. Eight of those were interviewed in 2004 on the campus of Samford University. The association's Discussion Board was also used to obtain input on-line.

The demographic profile of the 68 participants in the study consists of 36 females and 32 males. There were 52 white participants, 14 black participants, 1 Hispanic and 1 Native American. The professional status ranged from senior Student Affairs officers to graduate students.

Demographic Profile of the Surveyed Participants

A total of two hundred and twenty-two active members of SACSA participated in an on-line survey. Of those 222, 35 did not complete the survey in its entirety. Those individuals completed the member profile questions, yet did not go on to complete the membership survey. This did not pose a problem in the study. It reduced the possibility of having 222 completed surveys to 187.

The demographics of the 222 participants in the study consisted of thirty-nine (17.6%) senior Student Affairs officers,

thirteen (5.9%) faculty, eighty-four (37.8%) mid-level professionals,

thirty-five (15.8%) new professionals, thirty-eight (17.1%) graduate

students, two (0.9%) lifetime members, four (1.8%) retired and seven

(3.2%) who elected to check the option of other.

In addition, forty-seven (21.2%) were black, seven (3.2%)

Hispanic, one (0.5%) Indian, one hundred sixty-five (74.3%) white and

two participants checked the option of other. One of the two who

chose other listed themselves as Middle Eastern.

Of the 222 participants in the study, one hundred fifty-one
(68%) were female members and seventy-one (32%) were male
members.

Table 2

*Demographic Profile of SACSA Survey Participants*

| Index | Frequency | Percentage |
| --- | --- | --- |
| Professional Status | | |
| Senior Student Affairs Officer | 39 | 17.6 |
| Faculty | 13 | 5.9 |
| Mid-Level Professional | 84 | 37.8 |
| New Professional | 35 | 15.8 |
| Graduate Student | 38 | 17.1 |
| Lifetime Membership | 2 | 0.9 |

Table 2 (continued)

| Index | Frequency | Percentage |
|-------|-----------|------------|
| Retired | 4 | 1.8 |
| Other | 7 | 3.2 |
| Ethnicity | | |
| Asian | 0 | 0 |
| Black | 47 | 21.2 |
| Hispanic | 7 | 3.2 |
| Indian | 1 | 0.5 |
| White | 165 | 74.3 |
| Other | 2 | 0.9 |
| Gender | | |
| Female | 151 | 68 |
| Male | 71 | 32 |

* N = 222

Note. Table 2 contains the demographic profile of the study

participants by professional status, ethnicity and gender.

Two hundred and twenty one participants joined SACSA

between 1970 and 2006. One (0.5%) member joined before 1970;

bringing the total participants total to two hundred and twenty two.

Out of the 222, seventeen (7.7%) joined between 1971 and 1980, twenty-four (10.8%) between 1981 and 1990, forty-six (20.7%) between 1991 and 2000, and one hundred thirty-four (60.4%) between 2001 and 2006.

Table 3

*Membership Service*

| Index | Frequency | Percentage |
|---|---|---|
| Joined SCPA/SACSA | | |
| 1971-1980 | 17 | 7.7 |
| 1981-1990 | 24 | 10.8 |
| 1991-2000 | 46 | 20.7 |
| 2001-2006 | 134 | 60.4 |
| Years Active in SCPA/SACSA | | |
| 40+ | 1 | 0.5 |
| 30-39 | 8 | 3.6 |
| 20-29 | 21 | 9.5 |
| 10-19 | 29 | 13.1 |
| 5-9 | 30 | 13.5 |
| Less than 5 | 133 | 59.9 |

* N = 222

*Note.* Table 3 contains membership information on when the participants joined the association and how many years they've been active within the association.

Of the 222 participants, the majority have been an active member of SACSA less than five (59.9%) years, thirty (13.5%) between 5 to 9 years, twenty-nine (13.1%) between 10 to 19 years, twenty-one (9.5%) between 20 to 29 years, eight (3.6%) between 30 to 39 years, and one (0.5%) has been a member for 40+ years.

Dynamics of Individual Interviews and Focus Groups

During the individual and group interviews, several dynamics indicated the comfort level of the membership while discussing the association and its goals. The individual interview participants appeared to be more relaxed and open when discussing their thoughts and feelings in regards to the association and their experiences with the association. The confidentiality statement may have had something to do with it; however, all participants who participated in the individual interviews noted that they would allow their name to be included in the study. The focus group interviews were different in that the participants bounced thoughts and ideas off each other at times. Some participants of the focus group, while answering the

questions, seemed somewhat uncomfortable in elaborating. Their answers were straight and to the point.

Another dynamic, which was interesting to watch, was that if the group was made up of more seasoned professionals, the younger professionals would do more listening than talking during the focus group interview. There were times when the seasoned professionals would yield the floor to the younger professionals and encourage discussion. The seasoned professionals would assist each other in recalling what had occurred in the past. If there were a larger number of younger professionals and fewer seasoned professionals, there appeared to be more dialogue among all present during the focus group interview. It was almost as if they were in a classroom setting having a discussion regarding a particular topic versus an actual interview.

Group Descriptions

A description of the interview locations is presented in order to understand what types of groups participated. These descriptions were gathered from personal observation, information obtained from websites and various publication materials.

### 2004 SACSA Annual Conference

The first set of focus groups were set to be conducted at the 2004 SACSA Annual Conference in Chattanooga, Tennessee. A total of five focus group time slots were scheduled during the conference. Announcements were made each time the membership were all together, such as the opening session. Flyers were distributed to each member upon registering at the conference table. The lack of participation and low number of participants in attendance for this study during the 2004 conference has resulted in this particular study not being included in the findings.

### Samford University

The first set of fruitful focus groups took place on the Samford University campus, located in Birmingham, Alabama. Samford was founded in 1841 and has an enrollment of approximately 4,500 students. It is the largest privately supported and fully accredited institution of higher learning in Alabama. SACSA's 2004 president-elect Franklin invited me to the campus to conduct a focus group after seeing the poor results from the 2004 SACSA Annual conference. He is currently serving as Samford's Vice-President and Dean of Students.

## University of North Alabama

The second focus group set took place on the campus of the University of North Alabama (UNA) where I was serving as the Director of Housing and Residence Life. The University of North Alabama campus is located in Florence, Alabama. UNA was established in 1830 as LaGrange College, a comprehensive regional university with four major colleges. UNA currently enrolls approximately 6,950 students.

## SACSA/NASPA Mid-Managers Institute

The third set of focus groups took place on the North Carolina State University campus where Mid-Managers Institute being hosted. In 1889, North Carolina College of Agriculture and Mechanic Arts officially opened as the state's land-grant institution. NCSU currently enrolls approximately 31,000 students. MMI is sponsored by both SACSA and NASPA. The institute provides an opportunity for mid-level professionals to continue their professional growth by enhancing their current skills and developing new skills through a variety of presentation formats that included invited speakers, faculty presentations and panels, small group discussion and case study presentations.

<u>SACSA Foundation</u>

The fourth focus group set took place in Atlanta, Georgia during the SACSA Summer Foundation meeting. During this meeting, I was serving as one of the trustees and Secretary of the Foundation. The SACSA Foundation supports the mission and initiatives of the association through funding research projects, studies and providing financial support through sponsoring various areas within the association. The Foundation is responsible for the SACSA Superstar program where monies are raised in the name of a professional within the association who has been instrumental in the "sustaining and growth" of the association and has been a positive influence within Student Affairs in the southeast region.

<u>Discussion Board</u>

The fifth focus group set was arranged on the SACSA Discussion Board that is located on the association's website. The Discussion Board was designed as a tool to facilitate discussion on-line among the membership regarding a variety of topics that are related to Student Affairs. It is somewhat similar to a "chat room." Discussion goes back and forth among those that are logged in. This particular approach was not as successful as hoped. I think a lot of it

had to do with it being a new and unfamiliar form of communication to most of the users, that many were not sure how to work the site.

### 2005 SACSA Annual Conference

The final sets of focus groups were conducted in Myrtle Beach, South Carolina during the 2005 SACSA Annual Conference with NASPA Region III. There were approximately 360 attendees, of which 25 to 30 were registered as NASPA members. During the conference, seven sessions were slated for the conference. Focus groups were set-up for each session prior to the conference and were added into the program booklet. An abstract was printed in the program booklet that each attendee received at the conference (see below).

> SACSA's History – A Dissertation in Progress
> Location: Conference Headquarters (Next to Tides 1)
> B. J. Mann          SACSA Historian
>
> All members, whether you are a graduate student, new professional, mid-manager, senior Student Affairs officer or faculty member, are asked to attend this session. A good balance of membership input is needed. The purpose of this research is to discover the extent into which the association has and is meeting its goals. The results of this research will be used as a tool, a guide and resource for SACSA and other professional Student Affairs associations. This research can only be successful by SACSA members sharing their thoughts and experiences regarding the association. Be a part of SACSA's history by attending. Your input is needed (p. 10)!

## Findings

Presented in this section are the findings of this study. The participants' shared their thoughts, feelings, experiences and feedback regarding the association's goals and maintaining its history. Through data analysis, major themes emerged with each question through reviewing both the transcribed interviews and membership survey. Two word-based techniques were used to determine the themes (Ryan & Bernard, 2003). The first technique used is word repetitions. Words used often are identified. This is seen as a less formal analysis. The second technique used is key-words-in-context (KWIC). Key words are identified. Ryan and Bernard tell us, "Themes get identified by physically sorting the examples into piles of similar meaning" (p. 3). This can be done by using a computer or by hand. Identifying key words in this study is done by hand. The themes surrounded, more specifically, the goals of the association and its history. In addition to the emerging themes, new topics and issues emerged from the collection of data. Data generated from the interviews and membership survey are grouped together by each question. Participants' statements come directly from the interviews (individual and focus groups) and survey comments.

<u>Reason for Joining SCPA/SACSA</u>

The first major theme to emerge is why people joined the association. The two leading primary reasons for joining SCPA/SACSA are when they began their graduate program or started a new position. Often a professor or supervisor would encourage them to attend or it was an assumption that they would join as part of the position duties and if possible attend the annual conference. The following statements below are from four different participants of the study, which were chosen to illustrate their reasons for joining SACSA.

> It was something that was talked about in my graduate program and Dr. Barbara Mann, who was our professor at the time, said we should all be involved with SACSA and should go to the conference.

> I started as a graduate student coming to help my Dean of Students and I fell in love with the conference because of the people here and the openness and the warm feeling that you get and I felt like I could go to a professional meeting and fit in and then I happened to go to school here. I've become very involved in SACSA.

> I was also at Florida State but I was a staff member and when I moved to the southeast in 1986 my boss, Rick Hudson, at the time at Florida Sate said, "SACSA's the best association you'll ever be involved with. It's the best professional association. You need to go."

> It was similar for me, at Mississippi State, it was our administration that had always heavily supported SACSA and I was encouraged that it would be good for networking and career and I went ahead and joined.

For others, they joined the association because they had just moved to the southeast and were members of other regional associations and SCPA/SACSA was the regional association of the southeast. For others, someone personally invited them to join the association.

Positive Aspects of being Affiliated with the Association

The themes that emerged regarding the positives of being affiliated with SACSA were networking and that the association is a "close knit group" that enabled development of close friendships, and was perceived as being supportive and nurturing. The following statements below are from two different participants of the study, which were chosen to illustrate their thoughts regarding the positive side of being a member of SACSA.

> It's an opportunity to really network but what feels like a smaller, closer family network than if you were to go to one of the bigger, ACPA or NASPA. In addition to the networking aspect, what I felt in SACSA was an—you have the warriors, the older members, people who have been in Student Affairs and blazed so many trails—they encouraged participation in the organization, getting involved in the various communities and leadership roles and the organization and they encourage research.

> It's a closely knit group. Since it's not a large association it's easy to get involved. I think that's one of the greatest things because I think some of the other professional associations, unless you're in it for a long time, it's very very hard to get involved.

Others thought that additional positives were the opportunity to collaborate with other professionals, the annual conference provided a safe learning environment for young professionals and that it was easy to get involved. The positive comments outweighed the negative comments and some participants could see how, depending on ones perception, they could be interchangeable.

Negative Aspects of being Affiliated with the Association

The themes that emerged regarding the negatives of being affiliated with SACSA are that some participants see it being difficult to "break in" to the association. While some participants see that the association is a "close knit group," others have the perception that SACSA is cliquish. Some participants asked, "How do you move up?" Others, more so, senior level professionals wondered how a member could not become "too comfortable" while still wanting to be a part of other things within the association. The following statements below are from three different participants of the study, which were chosen to illustrate their thoughts regarding the negative side of being a member of SACSA.

> …on the negative side of things, too, I think I don't know if I felt this way initially in the earlier years, but in the last few years, I've felt like there's kind of a haziness about how you move up in the organization. But there's probably been kind of a

mentality of cliques that are beginning to exist. And I don't know that they do but I think that's a perception that they do and that certain people are going to be appointed to certain positions and other people can work their boodies (slang for bottom) off and never make it.

…there's a very definite closed-in crowd and they give themselves the awards over and over and I think that's when we say our core values include collegiality and all those things we say, that's sort of the opposite of that and that could be dangerous.

I've taken the time to sign up and say I want to be involved. And never have the follow-through to get involved. And so, taking the time to actually give my time and energy because I want to but it's not being reciprocated.

Additional negatives are the perception that those who have been around longer are not sharing their knowledge or have not been a big presence within the association. The level of programming, quality vs. quantity has not changed over the years. Senior level professionals do not see that there are programs being presented that they can attend and will benefit from while at the conference.

One participant tied both the positive and negative sides together by saying, "I think it's hard for people sometimes and especially a newer person to break into an organization. One of the great things about SACSA is it's a very tight knit group and that I think it can be intimidating also because I think it's hard to break into the leadership or opportunities and you feel like, am I stepping on someone's toes or is this the right thing to do." Even though there

were fewer negative aspects, it was apparent that "perception" is everything.

Knowledge of the Organizational Goals

When asked during the focus groups if the membership is knowledgeable of the organizational goals, there was a resounding reply of "no." Coming in as a close second is that the membership has "kind of an idea" of what the goals are but are unable to specifically say them. Others responded, "goals, is that the mission statement?" and "SACSA tries to cover everything."

With the participation of 222 members in the survey, the response percentage for this question, of knowledge of organizational goals, on the membership survey answering "no" is 49.2%, which is a response total of 92 members. The response percentage for answering "Somewhat" is 40.1%, which is a response total of 75 members. Those members responding "Yes" is 10.7% for a total of 20 members and 35 did not respond to the question.

After the initial questions of finding out (a) reasons participants joined the association, (b) positive and negative aspects of being affiliated with the association and (c) whether or not they knew the associations goals; more attention was focused on the individual

associational goals to see if participants understood and agreed with
them.

SACSA Goal 1

   When asked if the association is providing accessible, on-going,
comprehensive, professional development activities and services of the
highest quality for persons in all areas and levels in the Student
Affairs profession, the membership responded by saying "not entirely"
but that it was in regards to entry level participants but not senior
level participants. Members think that the senior level participants
"should now give back and teach others." The following statements
below are from three different participants of the study, which were
chosen to illustrate their thoughts regarding goal one.

> …new professionals, entry level, and graduate students, I think
> there is a high level of concentrated effort on that group of
> individuals. But now that I am outside of that realm I think
> about MMI as one of the few other opportunities that I have and
> again when I look at programming that goes on throughout the
> conference, there's not a tremendous amount that really just
> focuses on me as a mid-level person.

> I think that's virtually an impossible task. Because our
> profession is so diverse and because we have people at so many
> different levels that, as we talk about for the conference,
> providing programs that are attractive to graduate students
> may not make them particularly attractive to senior Student
> Affairs officers or to faculty members.

> …we do a really good job of focusing on the new professionals
> and graduate students and even the mid-managers with MMI,

but then, and I'm nowhere near being one of these people but then we leave out the people at the higher levels and with more years of experience.

Others responded that the annual conference, journal and listserv are of better quality than any other professional association.

SACSA Goal 2

When asked if the association is encouraging and recruiting a diverse group of promising individuals to enter the Student Affairs profession and addressing the career development needs of new and established professionals in the SACSA membership, approximately 10 participants responded by saying, "retention, yes but not sure if recruiting people to the profession." Others thought the association is doing a "good job." The overall consensus is that this is a "confusing goal." Members questioned whether it was the responsibility of the association or individual members while on their campuses in regards to recruiting. Feedback on recruiting and retention dominated the majority of the focus groups and there was little discussion on the career services aspect of the goal. The following statements below are from two different participants of the study that were chosen to illustrate their thoughts regarding goal two.

I'm not sure if you, when you say the association you're saying the membership, I think it's the responsibility of the individual

members to recruit people within their own institutions that they feel will benefit from this.

I've seen us talk a lot about our efforts to recruit but I think a lot of talk happens at the conference and I don't really see a lot of efforts that are made outside of the annual meeting to really recruit new members to SACSA and recruit diverse members.

SACSA Goal 3

When asked if the association is maintaining and strengthening its tradition of inclusiveness, diversity, collegiality, openness to member involvement, mentoring, and fostering professional networks as hallmarks of the association, approximately 20 of the participants thought that this goal is one of the associations "strongest." Others questioned whether the association is actually meeting this goal.

Yes, it may seem like all these things are things that we promote or do but sometimes we have to ask the person who is attending for the first time, do they have that same perception. Because we all are already comfortable.

I think the one thing you hear at conferences is that we are a volunteer organization and we're only as strong as our volunteers and I think that point is really enforced throughout the entire conference to get people involved.

SACSA Goal 4

When asked if the association is fostering the growth of the Student Affairs profession by (a) offering opportunities for continuing professional education, (b) articulating the role of Student Affairs in

higher education, (c) ensuring faculty and graduate student involvement in the association, (d) facilitating the integration of scholarship and practice, (e) promoting professional standards, (f) engaging in cooperative efforts with other professional organizations, and (g) encouraging and supporting research, the focus group participants thought that the goal was "lofty," a "daunting task" and that the goal needed to be "broken down" that there was "too much going on." Participants thought that (a) was being achieved. However, participants did not understand how the association could articulate the role of Student Affairs in higher education. One participant said, "Articulating it and doing it are two very different things." In respect to (c), participants thought the association was meeting this part of the goal. There was uncertainty among the participants in regards to (e) and (f). Some participants agreed that the support was present in (g) but not the encouragement.

SACSA Goal 5

When asked if the association is identifying and analyzing issues concerning students, higher education and the Student Affairs profession, and communicating Student Affairs perspectives to various constituencies through media and other forums, the participants did not know or thought that the association was not

meeting this goal and needed to be more "proactive." The following

statements below are from two different participants of the study,

which were chosen to illustrate their thoughts regarding goal five.

> I think that overall that professionals in Student Affairs really do have to do a very good job of promoting our role in higher education and the significance that we play.

> I don't think we've been a voice in saying the profession needs to look at standardization. I think we've gone there and listened to what everyone else is saying. I have not seen us as being advocates, leaders, or proactive. Cooperative efforts with others, again I think we have not taken that and part of that is because we don't have a benchmark group.

Some participants thought that there were opportunities that

the association could take advantage of in regards to forums and

media. However, no specific examples were given. The association

could identify issues and communicate those to the various

constituencies.

Once the association's goals were reviewed, each focus group

was ended by asking the participants how the association should

evaluate the effectiveness of its goals.


Evaluating the Effectiveness of the Association's Goals

The emerging themes that came from asking the participants

how the association should evaluate the effectiveness of its goals is

that this research is used as an "assessment tool" as well as serving

"as a catalyst for doing further research on the organization."

Participants said that this dissertation needed to continue to be used

as a "working document." In addition to this research, participants

recommended utilizing SurveyMonkey.com as an "easy and formal"

evaluation. Some participants did not know if it would be best to

assess the effectiveness of the associations goals only at the annual

conference, because typically half of the membership would be

present, or a combination of conducting focus groups at the annual

conference and following up with an evaluation/survey. One

participant shared that they thought the association needed to

conduct more qualitative research versus quantitative. They thought

that a qualitative approach would give a clearer understanding in

regards to more specific and detailed accounts and feedback from the

membership.

Membership Survey

The participants of the survey responded overwhelmingly by a

percent margin of 99.5% that the organizational goals should be

evaluated periodically. There was only one participant who did not

believe that the goals should be evaluated periodically. Table 4 shows

the results of the remainder of questions asked on the membership

survey in regards to the goals of the association. The survey yielded

the following results:

Table 4

*Associational Goals*

| Index | Frequency | Percentage |
| --- | --- | --- |
| Who should evaluate? | | |
| Executive Council | 32 | 17.1 |
| Membership | 6 | 3.2 |
| Membership and Executive Council | 143 | 76.5 |
| Other | 6 | 3.2 |
| How often goals should be evaluated? | | |
| Once a year | 37 | 19.8 |
| Every two years | 47 | 25.1 |
| Every five years | 95 | 50.8 |
| Every ten years | 3 | 1.6 |
| Other | 5 | 2.7 |
| Should goals be accessible to membership? | | |
| No | 0 | 0 |
| Yes | 187 | 100 |

How should the goals be provided to the membership?

Table 4 (continued)

| Index | Frequency | Percentage |
|---|---|---|
| Webpage | 184 | 98.4 |
| Hardcopy | 56 | 29.9 |
| Archives | 53 | 28.3 |
| Report at Annual Conference | 146 | 78.1 |
| Other | 9 | 4.8 |
| Should an outside consultant coordinate the evaluation process? | | |
| No | 113 | 60.4 |
| Yes | 41 | 21.9 |
| Other | 33 | 17.6 |

*Note.* Of the 222 participants, there were 35 participants that did not complete the survey in its entirety. Participants were allowed to give more than one answer to questions one and four.

<u>Preserving History</u>

Table 5, Table 6 and Table 7 show the results of the remainder of questions asked on the membership survey in regards to the history of the association. The survey yielded the following results:

Table 5

*Association's History*

| Index | Frequency | Percentage |
|---|---|---|
| Is the history of SACSA important to maintain? | | |
| No | 3 | 1.6 |
| Yes | 184 | 98.4 |
| How should the history be maintained? | | |
| Historian | 133 | 71.1 |
| Executive Director | 16 | 8.6 |
| Professional Archivist | 19 | 10.2 |
| Other | 19 | 10.2 |

*Note.* Participants were allowed to give more than one answer.

Participants said that it was important to maintain the history of the association. There were a total of 112 comments from participants when asked to explain why they responded "No" or "Yes" to maintaining the history of SACSA. Reasons given for maintaining the history, these are not listed in any particular order, were (a) "the past should inform the future," (b) "those who don't know history are doomed to repeat it," (c) "it is important for an association to know its history so it can understand where it came from while it is moving

forward" and (d) "it's unique and a very important reason why SACSA

is what it is now." There were no comments made as to why the

association should not maintain the history. One participant said:

> The history of any functioning, effective organization is critical
> to its survival and prosperity! New members join every year and
> current or former members come and go, so it becomes vital for
> SACSA to know, cherish, and honor its history in order to
> continue to meet its goals, objectives, and to maintain its
> membership!

Table 6

*Guidelines/Schedule*

| Index | Frequency | Percentage |
|---|---|---|
| Should guidelines be established to collect materials for archives? | | |
| No | 6 | 3.2 |
| Yes | 181 | 96.8 |
| Should guidelines be written into SACSA policy? | | |
| No | 34 | 18.2 |
| Yes | 153 | 81.8 |
| Should a schedule be established for the collection of materials? | | |
| No | 19 | 10.2 |
| Yes | 168 | 89.8 |
| Should guidelines and schedule be covered during officer training? | | |
| No | 15 | 8 |

Table 6 (continued)

| Index | Frequency | Percentage |
|---|---|---|
| Yes | 168 | 89.8 |
| Other | 4 | 2.1 |

Participants said that it was important to create guidelines for collecting documents and materials that would be placed into the SACSA archives. In addition, the participants thought that a schedule should be created to ensure the collection of those documents and materials. Both the guidelines and schedule are important to review during officer training and should be placed into SACSA policy. There were a total of 89 comments made by participants for this question.

> Structure should be established and every year that follows, the Executive year should add to the files; i.e. Executive Summary.

> The guidelines should include the annual conference documents and anything that is essential in understanding SACSA and its history.

> I have served as historian of a professional state organization. It is a thankless job and one that is not appreciated by the membership, especially younger folks (stereotype, but generally true). The older members tend to appreciate the heritage and can use it as benchmark info in charting a course for the organization. For some, it is nothing more than to see their name/picture in print. Any "guidelines" should probably appear in the historian's position description. The other issue for the poor soul in this position is the amount of stuff to maintain in terms of physical space.

Organizations have a tendency to forget what has been passed in meetings-if they were put immediately into guidelines then they wouldn't be forgotten.

Guidelines would include a listing of documents that should be submitted after each meeting, conference, and/or special gathering. These might include minutes and budget reports from executive board meetings, general membership meetings, committee meetings, and other similar types of partnership meetings with other organizations. It would also require someone to take pictures at major organizations events, such as conference. Guidelines would also provide some deadlines for these to be submitted. For example, minutes, pictures, and other reports may need to be submitted within a certain time after the meeting. The guidelines should be specific and consistent with the organization's by-laws (i.e. position descriptions, etc.).

Table 7

*Digital History*

| Index | Frequency | Percentage |
|---|---|---|
| Is it important to preserve SACSA's digital history? | | |
| No | 29 | 15.5 |
| Yes | 158 | 84.5 |
| Historians are key in establishing historical protocol on the website. | | |
| No | 30 | 16 |
| Yes | 157 | 84 |
| Should website files be backed up? | | |
| No | 6 | 3.2 |
| Yes | 181 | 96.8 |

Table 7 (continued)

| Index | Frequency | Percentage |
|---|---|---|
| Where should the back ups be stored? | | |
| Historian | 120 | 66.3 |
| Executive Director | 80 | 44.2 |
| President | 24 | 13.3 |
| Past-President | 2 | 1.1 |
| Webmaster | 111 | 61.3 |
| Vice President for Media | 40 | 22.1 |
| Other | 16 | 8.8 |
| How many copies should be made and stored? | | |
| 1-2 | 110 | 58.8 |
| 3-4 | 53 | 28.3 |
| 4-5 | 5 | 2.7 |
| Other | 22 | 11.8 |

*Note.* Participants were given the option to provide more than one answer to the fourth question.

Participants believe that it is important to preserve the digital history of the association. The following statements below are from

five different participants of the study, which were chosen to illustrate

their thoughts regarding the preserving digital data.

> To see the evolution of the organization along with the periods of intense revitalization.

> It'd be hard to make a case that those (digital records) are not also part of our history. If they are not deemed to be relevant down the road, they can be discarded.

> All of this is important to keep and it is easy to forget or overlook if the process of collecting is not in writing and given to new officers/committee chairs each year.

> Yes, the digital history is just as important as other forms of history because it shows the evolution of the organization.

> Digital documents often replace hardcopy. To lose the digital means the loss of the history.

> Participants believe that the historian should play a key role in

establishing proper protocol regarding content on the association's

website.

> It has to be those who are passionate about the preservation of the history. If it is an assigned job, then it could be delayed and/or less than it should be in terms of excellence.

> If one person is in charge of the process, they are less likely to forget something and can streamline the process. That would also make it easier for people to know who to ask about something or who to give information to.

> I struggle with this one…in a sense, the historian/archivist is "key" as this person ensures that the history is maintained. I think the webmaster, along with the Executive Director and President of VP for Media would be responsible for ensuring that the content on the website is sound, reliable and correct at all times.

If archiving does not keep up with modern technology, then the materials will not be readily accessible to members, and the organization runs the risk of repeating past mistakes, reinventing the wheel, or making uninformed decisions.

Participants believe that the website files should be backed up and 1-2 back up copies of the website should be created. The top three locations that the participants believe those copies should be stored are with the historian, webmaster and executive director.

Participants were given an opportunity to add any additional comments, suggestions, feedback or remarks at the end of the membership survey as they related to the association's goals and its history. A total of 40 participants made some final notes.

I think this is an important study. While I don't know what the official goals are I feel like I was socialized well enough by seasoned individuals that I understand the expectations. However, relative to other organizations to which I belong I have noted that the membership composition has changed and that perhaps a discussion around the goals is needed, as this is a very different organization.

We need to more clearly articulate our core values.

Our history is a key part of our future, just as a family tree is a part of understanding one's ancestry.

It is hard to see where you are going if you cannot look back and know where you have been. If you don't know where you are going, then any road will get you there. History and learning must happen simultaneously.

Overall, the themes that emerged from this set of data were that the membership said that it is important to preserve the history of the

association and they clearly thought that it should be done with a set of guidelines for both hard copies of documents and the digital history (website).

## Summary

These findings give insight for those who are active members of SACSA and emphasize the need to evaluate the goals of the association and the importance of educating its membership on the history of the association. Review of the data raises questions regarding the way the association is attempting to accomplish the current goals, how the goals were established, how that information is disseminated and how the history of the association is being maintained. The majority of participants did not know the process in which the associational goals are evaluated or if they are evaluated. The associational goals are multi-faceted. Many contain a number of goals, sub-goals, which makes it difficult to assess and confused the participants when it came time for them to discuss and provide feedback during the interviews.

It is important to note that there was conflict going on, more specifically with some participants' perception being that the association is a "close knit group" and others seeing the association

as "cliquish." The association needs to bridge this gap. In addition to the conflict between members perception, the association is not utilizing past reports and findings from other committees, such as the Blue Ribbon Task Force. Many of the past studies have yielded the same results as my study. My results further substantiate and fortifies that the association is not addressing the reports or perceived needs of the association. Results are gathered and then filed away in the archives. No positive action is being taken. There is a need to change.

To examine the questions raised by the research, a summary of the study, discussion of the common themes from the findings, and recommendations for future research are discussed in Chapter V.

CHAPTER V

SUMMARY, DISCUSSION, RESULTS AND RECOMMENDATIONS

Previous chapters in this study provided a historical framework of a professional regional association, purpose of the study, a review of related literature, a description of the methodology used, and a presentation and discussion of the results. This chapter presents an overall summary of the research, implications of the study, and recommendations for future research.

The participants for this study were active SACSA members who represented various colleges and universities within the southeast United States. Membership surveys and interviews were used in this study. The membership survey was administered on-line through SurveyMonkey.com. An email was sent out to all current SACSA members, soliciting their participation and directing them to the survey's direct link address. The survey consisted of five demographic questions; seventeen questions pertaining to the goals and history of the association and two follow up opportunities for members to share any final thoughts.

The interviews were conducted as individual interviews and in focus groups. Eight individual interviews consisting of senior Student Affairs officers and fifteen focus groups consisting of all levels, from graduate student to full-time professional, were conducted. Each interview was chosen based upon its accessibility, geographic location and my ability as the researcher to travel to these various locations. The focus groups were comprised of 5-10 active SACSA members per session. SACSA members were asked to voluntarily participate in the study. Of the sixty-eight active members of SACSA members interviewed and two hundred and twenty-two active SACSA members completing the membership survey in this study, 187 were female and 103 were male participants. The study included both public and private colleges and university Student Affairs professionals and graduate students. SACSA membership totals in 2005 were 721 and in 2006 were at 713.

The primary sources of data used in this research were the individual and focus group interviews and membership survey of participants who were active members of the association. Secondary sources used in the development of research were the association's archive files which included letters from past officers and committee members, newsletters, minutes from past meetings, past conference registration data, Jenkin's dissertation, the association's policy

manual, a document labeled "*The Founding of SCPA & the Early*

*Years*," past conference program booklets, and membership reports.


## Discussion

In this section, I present and discuss the findings that appear to

be significant to my study. In structuring this section, the major

themes the participants identified through both interviews and

membership survey when discussing the goals and history of the

association are:


### Reason for Joining SCPA/SACSA

The first major theme to emerge is how people joined the

association. The two leading primary reasons for joining SCPA/SACSA

are when they began their graduate program or started a new

position. Often a professor or supervisor would encourage them to

attend or it was an assumption that they would join and if possible

attend the annual conference. Others joined the association because

they had just moved to the southeast and SCPA/SACSA was a

regional association or someone personally invited them to join the

association.

Positive Aspects of being Affiliated with the Association

The themes that emerged regarding the positives of being affiliated with SACSA were networking and that the association is a "close knit group" A group that has developed close friendships is perceived as being supportive and nurturing.

Negative Aspects of being Affiliated with the Association

The themes that emerged regarding the negatives of being affiliated with SACSA are how can someone "break in" to the association. There is a perception of SACSA being cliquish to some members. Participants asked "how do you move up" and how can a member not become "too comfortable" while wanting to be a part of other things within the association.

Bridging the Gap

It is evident that there is conflict present among the members regarding their perceptions of the positive and negative aspects of being affiliated with SACSA. While being seen as a "close knit group" others perceive the association as being "cliquish."

## Knowledge of the Organizational Goals

When asked during the focus groups if the membership is knowledgeable of the organizational goals, there was a resounding reply of "no." Coming in as a close second is that the membership has "kind of an idea" of what the goals are but are unable to specifically say them. Others responded, "goals, is that the mission statement?" and "SACSA tries to cover everything."

## Assessing the Association's Goals

The purpose of determining themes is to use as an "assessment tool" and "as a catalyst for doing further research on the organization." Participants said that the dissertation needed to continue to be used as a "working document." In addition to this research, participants recommended utilizing SurveyMonkey.com as an "easy and formal" evaluation. Some participants did not know if it would be best to assess the effectiveness of the association's goals only at the annual conference, because typically half of the membership would be present, or a combination of conducting focus groups at the annual conference and following up with an evaluation/survey. One participant shared that they thought the association needed to conduct more qualitative research versus

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quantitative. They said that you would have a clearer understanding in relation to the feedback from the membership.

The participants of the survey responded overwhelmingly by a percent margin of 99.5% that the organizational goals should be evaluated periodically. There was only one participant who did not think that the goals should be evaluated periodically.

Preserving History

The themes that emerged from this set of data were that the membership said that it is important to preserve the history of the association and they clearly thought that it should be done with a set of guidelines for both hard copies of documents and the digital history (website).

The following questions should be considered when conducting research that pertains specifically how this study will benefit professional Student Affairs associations:

How does this study contribute to the knowledge base?

This study contributes to the knowledge base by adding documentation to the limited literature currently available regarding this particular topic.

<u>What would improve the study?</u>

One improvement of this study would be to remove as many obstacles as possible prior to beginning the research. While conducting this research, I encountered many obstacles that made this research project challenging, such as: (a) obtaining accurate information on membership demographics, (b) acquiring assistance for focus group participation, (c) posting the membership survey on the association's website, (d) individuals not returning emails, (e) lack of assistance in providing materials needed for the archives and completion of this project, such as past meeting minutes, membership data and reports missing from the archives. In addition to the obstacles provided above, a survey of literature revealed a lack of research and writing about professional Student Affairs associations, more specifically, how associations regularly and effectively evaluate their goals and what steps they take to ensure that the association's history, both print and digital, are preserved.

To improve the data collection process, it would have been beneficial to have the full support of the entire leadership team, both by words and action. As for the researcher, looking back on the steps taken to collect the data, I think conducting the survey first and then the focus groups would have yielded more positive results in regards to participation and understanding the importance of the research. In

addition, once the focus groups were conducted, I think a clearer picture would have development in terms of who should have been invited to participate in the individual interviews. Individuals named mentioned in the interviews would have been the first to be asked to participate in individual interviews. This would lend itself for follow-up questions from the focus groups. Questions for the individual interviews would have been more structured and would have allowed the opportunity to follow up on issues or questions from the membership that the leadership or past leadership would have had more knowledge and experience with rather than simply interviewing volunteers.

More research and writings need to be done on Student Affairs professional associations instead of having to rely on business or library science literature. This type of research would serve as a great resource for all the Student Affairs associations presently active and new ones starting up.

What are the surprises from the data?

It was surprising that the responses for the membership survey were lower than expected from both the senior Student Affairs officers and graduate students. Reports show that in 2006 there were 82 senior Student Affairs officers and 94 assistant Student Affairs

officers listed as active SACSA members while only 39 participated in the survey. The number of graduate students who participated in the survey was low as well with 179 listed as active SACSA members and only 38 participating in the survey. Also the total membership for 2006 was reported being 713 and total number of participants for the membership survey was 222 with 35 of that number not fully completing the survey in its entirety. The lower numbers can be perceived as limiting the results of the membership survey, however including the interviews (individual and focus groups) adds strength to my results.

These are not surprises

There were not any additional surprises beyond the low numbers mentioned above and the lack of participation when the focus groups were first attempted at the 2004 annual conference. The poor turnout delayed the research another year so that data could once again be collected at another annual conference which was in 2005.

It is interesting to review and compare the conclusions that Jenkins (1974) included in his dissertation with the outcomes of this research. There are many similarities and issues that SACSA is currently addressing or in need of addressing at present that were

also issues thirty years ago. For instance, two of his observations were that there was (a) "little evidence to indicate that SCPA has received much exposure on a national level, perhaps limiting its contact with professionals both in and out of the southeastern area of the United States who could assist the organization" and (b) "young professionals in student development appear to be attracted to involvement in SCPA programs in good numbers. This is attributed to low cost, limited placement services, and informality of personal relationships associated with the organization."

Jenkins' (1974) suggestions for future development at times mirror the results of the data collected in this research project. These developments support my data. Such as:

1. A systematic procedure should be established for accumulation of official records for historical purposes. These records include all minutes, reports, and correspondence related to officers, executive councils, and committees. Consideration should be given to the establishment of a permanent archives or repository of SCPA materials. Efforts should continue to be made to secure earlier records and papers not available for this study. (p. 137)

The current SACSA membership sees that it is important to ensure that the history of the association is maintained both in print and digital formats. When you have the history, you can better evaluate how the goal is being accomplished. To accomplish, the following is needed:

2. Given the presently great demands on a professional organization, the feasibility of paid administrative support on a full-or part-time basis should be studied. (p. 137)

This was mentioned at times during the individual and focus group interviews as a way to ensure and maintain accurate records. However, it was not an emerging theme in the research results.

3. Closer attention should be paid by executive councils for further actions to be taken upon resolutions at business sessions of annual conferences or upon reports of officers and committees. This is particularly evident in utilizing the <u>Newsletter</u> to inform the general membership or in making a policy statement of SCPA known to a wider readership. (p. 138)

This was an emerging theme from this research project in regards to articulating what the goals are very clearly so that the association understands them and that the goals are disseminated out to the membership in an effective manner.

In addition to these similar findings, it was interesting to discover that history did repeat itself with the association in the form of a "Blue Ribbon Committee/Task Force." The first one was established in the 1970's and Truex was the chair of that committee. The second proposal for a committee appeared in 1995 when president-elect Johnson submitted a proposal called the "Blue Ribbon Future Committee." The last reference in the SACSA archives to a "Blue Ribbon Committee" was in the year 2000, with Conneely chairing the "SACSA Blue Ribbon Task Force." Looking back at the

association's history it is evident that the issues and concerns brought out in this research are not unique nor are they new. It does not appear that the reports have been followed. There are no documents in the archives to say otherwise. As is evident with the duplication of a committee given the same basic charge yet each time the leadership was unaware of the previous committee. Just about every issue, topic, idea and point brought up by the membership either through the interviews or survey is provided in the "Blue Ribbon" documents.

Many of those who participated in the individual interviews, who are seasoned professionals, were surprised to know this information. They agreed that this was one example of "recreating the wheel."

How does the literature agree or disagree with the data collected?

As discussed in the review of literature chapter, the literature clearly supports (a) preserving history, (b) creating a structured process of collecting documents for the archives, (c) preserving the digital history of an association, and (d) how organizational development is important when looking at its goals, mission and objectives.

<u>What should future research examine?</u>

Future research should examine more extensively why history repeats itself and why there is lack of organizational change to address the issues at hand. It is mind boggling to know that the information is out there to assist the association in becoming stronger and more vibrant as a positive force not only within Student Affairs but also within the southeast of the United States.

<u>Results and Recommendations</u>

The results verify the need to adopt procedures that provide checks and balances in ensuring that whatever the membership is communicating is being followed through and addressed. The specific results found are as follows: (a) there is a conflicting perception of the membership in regards to the positives and negatives of being affiliated with SACSA, (b) the current goals are confusing and the membership is not aware if they are actually being met or assessed, (c) there is a need to survey members periodically to reduce the confusion mentioned above, (d) the archives is missing important documents and records and (e) lack of follow through on past studies findings is evident.

The following recommendations for future direction come directly from the results of this study and seem justified:

1. Assemble a committee that is comprised of SACSA leadership and include all levels of membership from the senior Student Affairs officer to the graduate student. Including as many people who served as a SACSA historian on this committee will allow for a more accurate account of the association's past. When planning organizational change, setting new directions can be done by only those who hold leadership positions within the association. Before beginning this change, "ambassadors of change" should be provided with resources as to know how to plan effective change. Then allow the leaders to begin the planning themselves (Levesque, 1998). The committee should review the "2000 SACSA Blue Ribbon Task Force," chaired by Conneely, final issues and recommendations document.

2. Once a committee has been assembled, have each member read, "*Breaking Away Planning: 8 Big Questions to Guide Organizational Change*" written by Levesque. Levesque (1998) guides his readers through various steps that are not difficult or painful when looking at implementing effective and positive change within an organization. This can lead to SACSA meeting its full potential and not just settling into an every day routine of getting things done at the last minute.

3. Levesque (1998) provides a list of principles on effectively communicating information. This can be found on p. 21 of chapter 2. Effective communication is key in the success of any association.

4. Once the committee has read Levesque's book they will be able to begin answering the following questions: (a) how will we become ambassadors of change, (b) how will we spread the word internally, (c) how will we acquire and use the associations archives/data, (d) how will we keep the members informed, (e) how will we make things better for our members, (f) how will we make things better for our customers/investors, (g) how will we measure our successes and (h) how will we celebrate our successes.

5. The committee designates an "official keeper" of the plan (Levesque, 1998). This is a person who will ensure the plan will proceed and move forward in a timely manner. They will not allow the plan to fall to the wayside. The keeper can ensure that the plan gets done.

6. Reevaluate the association's goals by including the membership and utilizing existing research from this study. Goals should be stated such that they can be easily measured. Goals should only include one concept and thus

will be more easily measured. This will reduce the confusion in regards to current goals that the membership perceive as being "lofty" or "too wordy" and uncertainty as to whether or not the individual member or association is responsible for achieving a particular goal.

7. Develop a plan to address the preservation of both printed documents and digital history of the association (Wagner, 1999 & Cohen & Rosenzweig, 2005).

8. Implement guidelines and deadlines for collecting materials to be added into the SACSA archives. A proposal was submitted to the 2007 Executive Council at their mid-year meeting.

9. The committee should look at the emerging themes in this study which they can address, such as (a) how can a member not be over looked or just never contacted when wanting to serve as an officer or on a committee, (b) balance of programming to meet the needs of all levels of professionals, (c) membership wanting increased involvement of senior Student Affairs officers in the way of mentoring, presenting and sharing their wisdom, knowledge and experiences with the membership, (d) educating the membership of the association's goals by clearly identifying

the mission and goals of the association, (e) investigate,

determine and keep records of what the recruitment and

retention numbers are for the association, (f) put in place a

game plan to regularly identify and analyze issues

concerning students, higher education and the Student

Affairs profession and (g) become a stronger force/voice

when communicating Student Affairs perspectives to various

constituencies through media and other forums. Both the

interviews and survey show that the membership questions

whether the association is accomplishing or addressing these

areas and they think the association needs to be doing more

to ensure that these things are done.

The past findings of previous studies confirm both the results

and recommendations of my study. Procedures should be

implemented immediately to address the past findings, the findings of

this study and the lack of follow through by the leadership.

A final suggestion would be that if you want to be involved,

speak up. If you think the association would benefit by going a

different direction or you have an idea that addresses an area of the

association that could be stronger, speak up. Bottom line is to be

active and be involved so that you are contributing to the success of

the association and the field of Student Affairs. One observation that

stood out throughout this entire research project is that everyone has an opinion based on their own personal and professional experiences. This needs to be communicated to the membership.

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# APPENDIX A

# CONSENT FORM

**Consent Form**
**Counselor Education, Mississippi State University**

The research project entitled "The Development of SACSA: Setting a

New Course for Success" is the title of the study. The study site is the 2005

SACSA conference being held in Myrtle Beach, South Carolina. This

research is being conducted by Bobbie Jean (BJ) Wescovich-Mann under the

direction of Dr. Tom Hosie and meets the Protection of Human Subjects in

Research requirements as well as the Dissertation requirements for the

Counseling, Educational Psychology, and Special Education department at

Mississippi State University.

The purpose of this research is to trace the development of the

Southern Association for College Student Affairs (SACSA) as it relates to

whether the membership is effectively preserving its history, both

documented materials and digital. Also, to what extent is the association

meeting and evaluating its goals? The research will assist in equipping

present and future Student Affairs associations in researching their progress

in preserving their archives and meeting the association's goals and

objectives.

Basic demographics will be collected on each person interviewed.

Three different interviews will be conducted. The first interview will be a

planned focus group using a PowerPoint presentation to provide the outline

of the association's goals. The second interview will focus on the details of

their experience and will not be structured. A run and write method will be

used. The focus group and individual interview will be tape recorded. Tapes will be transcribed. No names will be used, unless given permission.

SACSA can utilize the research as a tool, a guide and resource documenting the history of the professional Student Affairs association.

Identifiers such as identification numbers, tape numbers and dates will be used to ensure confidentiality unless the participant gives permission to use their name. If you should have any questions about this research project, please feel free to contact Bobbie Jean (BJ) Wescovich-Mann at (931) 853-4099. For additional information regarding your rights as a research subject, please feel free to contact the MSU Regulatory Compliance Office at (662) 325-3294.

Please understand that your participation is voluntary, your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled, and you may discontinue your participation at any time without penalty or loss of benefits. In addition, you will have an opportunity at the end of the interview to discuss any concerns and ask questions that you may have.

I understand that my words may be paraphrased or quoted verbatim for any written documents produced for this study; however, my name and other identifying characteristics will be changed at my request to protect confidentiality. You will be given a copy of this form for your records.

_____ Yes, I do not want my name or any identifying characteristics to be included in the study.

_____ Yes, I do give my consent to include my name in the study.


_____          _____
Participant's Signature                                      Date


_____          _____
Researcher's Signature                                      Date


**To Be Completed by Primary Researcher**

ID No. _____                                Tape Number _____

APPENDIX B

SACSA MEMBER PROFILE QUESTIONS

### SACSA Member Profile Questions
### Counselor Education, Mississippi State University

Please tell me the following information by checking and filling in the appropriate boxes and blanks that apply to you:

1. Professional Status:

   ○ Senior Student Affairs Officer  ○ Mid-Level Professional
   ○ New Professional               ○ Graduate Student
   ○ Retired                        ○ Lifetime Membership
   ○ Other (please specify) _____

2. Ethnicity:

   ○ Asian       ○ Black       ○ White       ○ Indian
   ○ Hispanic    ○ Other (please specify) _____

3. What year did you become a member of SCPA/SACSA? _____

4. Number of years active in SCPA/SACSA? _____

5. Have you held any office or committee positions while an active

   SCPA/SACSA member? _____ If yes, please list year and position

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

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### To Be Completed by Primary Researcher

ID No._____     Tape Number _____     Date of Interview _____

Focus Group_____     Interview #1_____

APPENDIX C

FOCUS GROUP QUESTIONS

# SACSA Focus Group Questions

1. Why did you join SCPA/SACSA?

2. What are some of the positive and negative aspects of being affiliated with the Association?

3. Are you knowledgeable about the goals of the Association? If yes, what are they?

4. Is the Association providing accessible, on-going, comprehensive, professional development activities and services of the highest quality for persons in all areas and levels in the Student Affairs profession? If so, please explain.

5. Is the Association encouraging and recruiting a diverse group of promising individuals to enter the Student Affairs profession and address the career development needs of new and established professionals in our membership? If so, please explain.

6. Is the Association maintaining and strengthening its traditions of inclusiveness, diversity, collegiality, openness to member involvement, mentoring, and foster professional networks as hallmarks of the Association? If so, please explain.

7. Is the Association fostering the growth of the Student Affairs profession by (a.) offering opportunities for continuing professional education, (b.) articulating the role of Student Affairs in higher education, (c.) ensuring faculty and graduate student involvement in the Association, (d.) facilitating the integration of scholarship and practice, (e.) promoting professional standards, (f.) engaging in cooperative efforts with other professional organizations, and (g.) encouraging and supporting research? If so, please explain.

8. Is the Association identifying and analyzing issues concerning students, higher education and the Student Affairs profession, and communicate Student Affairs perspectives to various constituencies through media and other forums? If so, please explain.

9. How should the Association evaluate the effectiveness of its goals?

In closing, I would like to <u>thank you</u> for agreeing to participate in this research study. Your responses are greatly appreciated. Once again, I would like to assure you that your identity will be kept confidential if this is what you have indicated on the Interview Consent Form.

APPENDIX D

ON-LINE SURVEY

**SACSA Member Profile Questions**

1. Professional Status
      Senior Student Affairs Officer
      Faculty
      Mid-Level Professional
      New Professional
      Graduate Student
      Lifetime Membership
      Retired
      Other (please specify)

2. Ethnicity
      Asian
      Black
      Hispanic
      Indian
      White
      Other (please specify)

3. Gender
      Female
      Male

4. When did you join SCPA/SACSA?
      Before 1979
      1971-1980
      1981-1990
      1991-2000
      2001-2006

5. Number of years active in SCPA/SACSA?
      40+
      30-39
      20-29
      10-19
      5-9
      Less than 5

## SACSA Membership Survey

1. Are organizational goals very important for a professional association?

2. Do you know the organizational goals of SACSA?

3. If somewhat or yes, where did you learn the goals of the association? Please provide brief sentences outlining the goals which you know.

4. Should organizational goals be evaluated periodically?
   No
   Yes

5. Who should evaluate the goals?
   Executive Council
   Membership
   Membership and Executive Council
   Other (please specify)

6. How often should goals be evaluated?
   Once a year
   Every two years
   Every five years
   Every ten years
   Other (please specify)

7. Should the goals be readily accessible to the association membership?
   No
   Yes

8. If yes, how should the goals be provided for the membership to view? You may check more than one.
   Webpage
   Hardcopy
   Archives
   Report at Annual Conference
   Other (please specify)

9. Rather than a completely internal evaluation, should an outside consultant coordinate the evaluation process?

No
Yes
Other (please specify)

10. Is the history of SACSA important to maintain?
No
Yes

11. If no, why? If yes, why?

12. How should the history be maintained?
Historian
Executive Director
Professional Archivist
Other (please specify)

13. Should guidelines be established to ensure documents and materials are collected and placed in the archives?
No
Yes

14. If no, why? If yes, what would those guidelines include?

15. Should these guidelines be written into SACSA policy?
No
Yes

16. Should a schedule be established to collect documents and materials?
No
Yes

17. Should the guidelines and schedule be covered during an officer/committee chair training session?
No
Yes
Other (please specify)

18. Do you believe it is important to preserve SACSA's digital history (website materials/documents)?
No
Yes

19. If yes, what are the reasons?

20. Do you believe that historians/archivists are key in establishing proper protocol as it relates to creating sound and reliable content that would be readable and useable on the website (digital) far into the future?
    No
    Yes

21. If no, why? If yes, why?

22. Should the website files be backed up?
    No
    Yes

23. If yes, where should they be stored? You may check more than one.
    Historian
    Executive Director
    President
    Past-President
    Webmaster
    Vice President for Media
    Other (please specify)

24. How many copies should be made and where should they be stored?
    1-2
    3-4
    4-5
    Other (please specify)

25. Additional comments, suggestions, feedback and/or remarks regarding the associations goals.

26. Additional comments suggestions, feedback and/or remarks regarding the associations history.