How Progressive Communication Methods and Impactful Leadership Styles Led to Success and Growth in EMU's Honors College Student Fellow Program

Lauren Renou

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HOW PROGRESSIVE COMMUNICATION METHODS AND IMPACTFUL LEADERSHIP STYLES LED TO SUCCESS AND GROWTH IN EMU'S HONORS COLLEGE STUDENT FELLOW PROGRAM

By

Lauren Renou

A Senior Thesis Submitted to the

Eastern Michigan University

Honors College

In Partial Fulfillment of the Requirements for Graduation

With Honors in Communication and Leadership and Counseling

Approved at Ypsilanti, Michigan, on this date April 4, 2019
Dedication

During my time at Eastern Michigan University, there have been a number of influential people on my academic career. My thankfulness goes out to the Assistant Vice President of The Honors College, Dr. Rebecca Sipe, and the Associate Director of The Honors College, John Feldkamp, for their continued support, funding, and belief in my educational goals. I am also very thankful for the Student Undergraduate Research Fellowship (SURF) and the continued opportunity I received from the Leadership and Counseling Department to be awarded funding the last three years. This funding from SURF was not only significant in helping pay my way through school, but it also gave me the privilege to work with Dr. Linda Foran from the Leadership and Counseling Department. Finally, I would not be where I was today without the loving support and encouragement of my parents, Mike and Teri Renou, and my future husband, David Ely. Thank you to all who have helped me to accomplish every academic goal that I set out for myself the last four years. Your lives are greatly appreciated and loved by me.
Abstract

This research explored the communication methods and leadership styles that had emerged from participants in Eastern Michigan University’s Honors College Student Fellow Program. Through a quantitative study, the researcher investigated current and past program participant’s impressions of the communication methods and leadership styles that were developed within the Honors College Student Fellow Program. A literature review of other Honors College “Student Fellow” programs provided context for this study.
Chapter One - Introduction

The focus of this research was to evaluate the communication methods and leadership styles presented in the Student Fellow Program (SFP) of Eastern Michigan University's (EMU) Honors College to determine whether or not these two factors contributed to the success and growth of the program. The researcher found this study valuable because of the grounded experience that she had in the SFP.

When the researcher conducted her study in 2017, she was a student fellow starting her eleventh semester in the SFP. During her time, she worked in multiple positions within The Honors College that were impactful and vital to the success of the SFP (See Appendix A). It was clear to the researcher from her own personal experience that the SFP had grown and become better throughout its first four years (2013 – 2017).

However, to showcase the SFP’s growth to others with an outside perspective, the researcher evaluated the communication methods and leadership styles that developed based upon the experiences of the SFP’s Team Leads and fellows. The communication methods and leadership styles were specifically studied because of their base within the SFP’s foundation.

Communication methods referenced in this research referred to the platforms of communication used amongst the program’s participants. These methods of communication included but were not limited to: emails, calls, texts, digital polling sites, and Google applications such as Google Drive. Leadership styles used in this research referenced the various types of leadership theories that were employed by the program participants. The leadership styles studied in this research included: Situational Leadership, Mentorship Leadership, Team Leadership, and Transformational Leadership.
The researcher believed that the SFP participants' styles of leadership transformed throughout the program due to consistent and in-depth communication methods that developed year-by-year between The Honor College's leadership, fellows, and community. The link between effective communication methods and leadership styles in each year of the SFP was studied in Chapter One. Growth was measured based on the increase in program participants and production of work. Success was measured based on the positive connection between communication and leadership within the program, and how they influenced the growth of the program. The chart below was provided for reference of the SFP years and dates.

Table 1

*Classification of the Student Fellow Program Years*

<table>
<thead>
<tr>
<th>SFP Year</th>
<th>Semesters Included in that Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Fall 2013, Winter 2014, Summer 2014</td>
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<tr>
<td>Two</td>
<td>Fall 2014, Winter 2015, Summer 2015</td>
</tr>
<tr>
<td>Three</td>
<td>Fall 2015, Winter 2016, Summer 2016</td>
</tr>
<tr>
<td>Four</td>
<td>Fall 2016, Winter 2017</td>
</tr>
</tbody>
</table>

*Background*

EMU's Honors College saw tremendous growth in its student population and involvement from 2013-2017. In 2016, EMU was home to approximately 22,430 students total with about 18,340 of those students being undergraduates (EMU Institutional Profile). In 2016, The Honors College was made up of approximately 1,800 of those undergraduate students, and from 2012-2016. The Honors College had doubled in size (The Honors College). In 2016, the staff at The Honors College was led by four full time members, the Assistant Vice President, Associate Director, and two staff secretaries. In addition, there was also one full-time and one
part-time advisor from the University Advising office and four faculty fellows from other departments on campus that worked part-time in the college.

In September 2013, The Honors College started its Student Fellow Program (SFP). This fellowship program was intended to be an internship for current Honors students to work on projects part-time for the college. Students would be required to work ten hours a week for a semester, and in return they would be compensated with a $1,200 scholarship. Often, fellows would be given the opportunity to stay for multiple semesters, as long as they continued to perform well and wanted to keep their fellow commitment to The Honors College. The appointment process for fellows usually took place the summer before the start of the new school year in September. Each fellow would be selected based on the need for projects completed in The Honors College, and over the years the projects varied and led to the development of different fellow teams. Some of these teams included: Communication, Computing, Coordination, Peer Advising, Programming, Research, Recruiting and more. These projects brought in a wide range of students and each student brought something different to the college. From 2013 to 2017 there were seventy-seven fellows, five GA’s, and five staff Team Leads, which all brought their own communication method and leadership styles to their fellow team(s).

Purpose

The purpose behind studying The Honors College Student Fellow Program was to understand the communication methods and leadership styles exhibited by its participants and how these methods and styles affected the overall growth and success of the program. Before this study happened in 2017, research studies had not been conducted to measure and evaluate the SFP’s communication methods and leadership styles throughout the program’s first four years. The program had done semester and annual reports that included reflections and reviews from
the Team Leads and fellows on their experiences and work completed. However, this study was
the first time that the SFP as a whole, from September 2013 to April 2017, was studied and
analyzed for review by a researcher.

The communication methods and leadership styles used in the Honors College were
studied through different sections of this research. In Chapter One, the researcher assesses the
program on a year-by-year basis, to showcase the SFP’s growth in Team Leads and fellows.
Chapter One also focuses on the communication methods and leadership styles demonstrated
each year by Team Leads and fellows.

Chapter Two examines The Honors College Student Fellow Program in comparison to
two other university’s SFPs, West Virginia University and Northern Arizona University. Both
institutions used in this study were socioeconomically similar to EMU, and they were all public
schools with similar overall student population totals.

Chapter Three considers the methodology behind the researcher’s study of the SFP
participants, via an online survey that was sent to current and past Team Leads and fellows from
the program. Chapter Four presents the results given by the online surveys, and Chapter Five
concludes with the researcher’s findings. Observations and questions that the researcher initially
drew about the SFP’s communication methods and leadership styles have been provided (See
Appendix B).

Student Fellow Program: Year One (2013 – 2014)

Year One (2013 – 2014) of the Student Fellow Program started with an application sent
out electronically via email by The Honors College Associate Director on Friday, August 9th,
2013. The application asked for contact information, a resume, and a cover letter that explained
why the applicant was interested in a particular fellow position. Applicants were asked to check
all positions on the application that they were interested in pursuing; however, the application noted that this could be subject to change after conversation between the Honors staff and applicant. Applications were due by 4:00 p.m. on Monday, August 19th, 2013, and the initial email sent about the positions may be found in Appendix C. From the pool of applications turned in, students were invited for in-person interviews. The majority of students that became fellows during Year One were appointed during the initial application process in August 2013. Specifically, seventeen of the twenty-five fellows in the SFP’s Year One were appointed to start working during the Fall 2013 semester. However, an additional five students were appointed during the Winter 2014 semester, and another three during the Summer 2014 semester based on the SFP’s needs. Fellows appointed in the Winter and Summer 2014 semesters were appointed based on recommendations that the Assistant Vice President and Associate Director received about the students. At the end of Year One, the SFP had worked with twenty-five student fellows and four Team Leads which included two full-time staff members, one faculty-fellow, and one graduate assistant. The Team Leads were responsible for training and leading the fellows in their Honors projects. More details on the number of fellows and Team Leads during Year One are shown in Appendix D.

**Year One: Assessment**

The way teams and fellows were assembled during the SFP’s first year were different to the way fellows operated on teams during Year Four (2016 – 2017). There were six teams during the SFP’s Year One, which was one team less in comparison to the SFP’s seven fellow teams in Year Four. However, the number of fellows on each team was drastically lower in Year One compared to the SFP’s fellow teams in Year Four. In Year One most of the fellow teams were smaller, which made it easier for the teams to be managed by staff members and faculty fellows.
There was only one GA in the office during Year One and they only managed one fellow. This was quite different to the organizational structure of the SFP during Year Four, where the majority of fellow teams were coordinated by GAs.

**Year One: Communication Methods**

Communications methods used in Year One were limited compared to where communication in the SFP grew to in Year Four. In Year One, the SFP was a new venture for The Honors College. There were no set expectations as to what could happen with these students or what kind of work could be produced. There was a positive vision and hope that the program would be successful, but the success behind having the fellows was still unpredictable.

Email communication took off during Year One of the SFP, and it was used for inter-office communication between team members and Team Leads. Email was used heavily when compared to other forms of electronic communication used later in the SFP, some of which included Survey Monkey (SurveyMonkey.com), Google Drive, Google Chat, texting, and calling. Team Leads would also rely on face-to-face communication in order to better explain projects and assignments to fellows.

Team Leads who were full time staff members had an easier time seeing their fellows compared to the faculty fellow and GA. Being in the office forty hours a week usually allowed for staff to have more overlap time with their fellow’s ten hours each week. However, for others like the faculty fellow and GA who worked in the office on a part-time basis, it would sometimes prove to be difficult for the Team Leads and fellows to share the same time working in the office together.
Year One: Leadership Styles

During Year One, leadership in The Honors College SFP followed the guidelines of Situational Leadership. Situational Leadership, as noted by Northouse (2013), “stresses that leadership is composed of both a directive and a supportive dimension, and that each has to be applied appropriately in a given situation. To determine what is needed in a particular situation, a leader must evaluate her or his employees and assess how competent and committed they are to perform a given task,” (p. 99). This was exactly what leaders had to do at the start of the fellow program.

For the first time, projects in The Honors College that couldn’t be completed, because of lack of time and support from Honors staff, were made possible because of the extra help from students. However, in order for this arrangement to work, leaders needed to be able to direct and support their fellows. Year One, Honors leadership had to navigate within the four steps of Situational Leadership (i.e., directing, coaching, supporting, and delegating) to help new fellows adjust to Honors expectations. In order to be successful staff and students had to be adaptable with one another.

As a new program, the situation called for Honors leaders to lead their fellows according to the level that their particular fellow was operating. Some fellows caught on more quickly than others, and fellows’ involvement in the SFP had a significant impact on their success. The fellow’s leadership presence became more prominent in Year Two and beyond in the SFP and this piece has been studied closer in Chapter Four of the research.

Student Fellow Program: Year Two (2014 - 2015)

In Year Two (2014 – 2015) of the SFP, several changes were made to the program and this started first with the timing of the application. The application was sent out electronically via email by The Honors College Associate Director on Thursday, June 19th, 2014 and was due by
4:00 p.m. on Thursday, July 3rd, 2014. This year's application was sent out a month and a half earlier than the first year's application, and applicants were given a two week application period versus the first year's ten day period. This timing in the application's posting and due date have been hypothesized by the researcher to be a result of closer detail and attention to the SFP. However, the application was the same as before, with the exception of the fellow positions to be filled. In Year Two the job of Research Analysts and Alumni Relations was added to the fellow teams (See Appendix C)

Another key factor to note about Year Two in comparison to Year One was that the scholarship compensation award for the fellows work went up from $1,200 to $1,400. The required hours that fellows were expected to work did not change. It can be assumed that as the SFP began to develop, so did the responsibilities of the fellows, therefore resulting in the higher scholarship compensation. During the Fall 2014 semester, the SFP had ten new fellows join, the Winter 2015 semester had three new fellows join, and in the Summer 2015 semester three more new fellows joined, resulting in twenty-eight fellows total for Year Two (See Appendix D).

**Year Two: Assessment**

Year Two of the SFP was the first year when there was a combination of new fellows and experienced fellows. This mix of students led to changes in both the communication methods and leadership styles of the SFP, and also resulted in a change in scholarship award and participants as noted above.

**Year Two: Communication Methods**

With a combination of new fellows and returning fellows in the office, the SFP began to develop and establish itself more in Year Two. Based on the experiences of Year One, Team Leads and fellows alike began to understand the process and communication necessary between
both parties in order to be successful. Email was still relevant and critically important, but the SFP’s members started using texting and calling to reach one another for more immediate responses. Survey Monkey was also used heavily to gather responses and feedback for Honors projects. Even though Survey Monkey did have a presence in The Honors College before Year Two of the SFP, this year was most definitely the ground breaking year for establishing the site as a fundamental tool in Honors projects and research. Team Leads and fellows also began to use a Shared Drive on the computers at The Honors College. This Shared Drive was a My Computer folder that was mapped between all the computers within The Honors College building. This made it easy for teams to collaborate on documents saved to the Shared Drive, and it became an essential communication tool for Year Two and the beginning of Year Three.

Year Two: Leadership Styles

In Year Two the SFP, mentorship relationships formed between the Team Leads and fellows and the fellows and fellows. After Year One of Team Leads focusing their efforts on being Situational Leaders, important professional relationships started to form in Year Two. As noted in David Marshall Hunt’s and Carol Michael’s journal, “Mentorship: A Career Training and Development Tool,” (1983) the SFP members were seamlessly moving through the stages of mentorship: 1) Initiation Stage, 2) Protégé Stage, 3) Breakup Stage, 4) Lasting Friendship Stage (p.478). Year One was a year of learning, and it allowed for professional relationships and understandings to form about the SFP between the Team Leads and the fellows.

However, in Year Two, fellows and Team Leads started to move into the first stage of mentorship, the initiation stage, and the second stage of mentorship, the protégé stage. In Year Two they recognized the value of their professional relationship and the benefits that come with
being a mentor or mentee, the most prominent benefit being career success in performance and advancement (p.475).

One point to note though about the mentorship relationships was that not all fellows or Team Leads experienced this or went through it at the same time. What was more important to note was that Year Two was an ideal time for those relationships to start to blossom. Year One was challenging for the SFP participants to start forming mentoring relationships because the program needed time to begin and form. There were still several pieces of the SFP that the leadership and fellows were learning about in Year One. However in Year Two, Team Leads and fellows began to feel more comfortable with their placement in the SFP, and new fellows to the program had peer and Team Leads to look up to for guidance. This gave the opportunity for the SFP participants to form mentoring relationships between one another.

**Student Fellow Program: Year Three (2015 – 2016)**

The Student Fellow Program in Year Three (2015 – 2016) came with several more changes to it, and similarly to Year Two, this started with the application timing and process. The application wasn’t sent out as early as it had been the previous year (June 2014), and it didn’t come out via email from the Associate Director as it had the previous two years. Instead, the email came out from The Honors College Assistant Vice President on Wednesday, July 22nd, 2015 and applications for the positions were due by 4:00 p.m. Friday, July 31st, 2015.

It could be hypothesized that the call out for fellow applicants had switched from the Associate Director to the Assistant Vice President due to the popularity and exclusivity that was becoming a part of the SFP. By Year Three, the fellows’ involvement in the Honors community was significant, and other students were becoming more aware of the positions and wanting to obtain those positions. This heightened interest in the SFP made fellow positions competitive.
The heightened attention and attraction to the position would be a probable reasoning for the Assistant Vice President to take over the responsibility of sending out the initial call-out for fellows.

The other significant change made for the SFP was the platform of the Student Fellow application. Instead of using a form that just asked for contact information and the positions the applicant was interested in, this year The Honors College put out a survey asking several short answer questions of the applicant. For Year Three, the application survey directed interested candidates to a page that gave the full details of the position, and included job descriptions for each of the open positions.

Following the first page, applicants were asked to give their contact information and to answer the question, “How has The Honors College enriched your college experience?” After this, each of the four positions that were being offered came with a list of four to six short answer questions for the candidate to answer. If the candidate was applying for multiple positions, they were asked to fill out each of the position’s questions. Upon completion of the questions, the applicants were asked to give their electronic signature under the disclaimer that they understood that their application was not complete until they also turned in a resume and cover letter(s) for the position(s) they were interested in.

Unlike before, specific instructions were given this time on how to submit and turn in the resume and cover letter. The survey used for the application was formed on The Honors College’s Survey Monkey account (www.surveymonkey.com), and Eastern Michigan University Honors College letterhead was used as a seal on the top. Year Three’s application process was modeled more closely to the application process of other internship programs, more so than Year One or Year Two of the SFP.
During Year Three the program had twelve new fellows join in the Fall 2015 semester, no fellows join in the Winter 2016 semester, and four fellows join in the Summer 2016 semester, totaling at thirty-one fellows for Year Three. (See Appendix D).

**Year Three: Assessment**

By Year Three, the program had matured immensely and was functioning orderly and fluidly. There were very few fellows still left in Year Three from the first year’s cohort, however, there was still a strong mix of returning fellows from Year Two and new fellows from Year Three. Team Leads were also advancing and growing in experience as leaders in the fellow program, most of them being veterans by Year Three with one to two years of experience in the program.

**Year Three: Communication Methods**

In Year Three, email, texting, calling, and Survey Monkey were all still integrated means of communication within the SFP. However, there was also a more dominant form of communication that took place more heavily this year than ever before. Most teams began dedicating time to weekly team meetings. This concept wasn’t completely new to all teams, some teams being familiar with this since Year One of the SFP. Yet, notably this became common practice amongst all fellow teams and was a vital step in the SFP’s communication advancement.

This team time stood as a testimony of the collaborative work that served as a fundamental factor to the success of the SFP. Initially, in Year One, a big focus was on the individual growth and success of each of the fellows. Then in Year Two, teamwork began to rise with a combination of returning and new fellows. By Year Three, the SFP had adopted a collaborative work force, recognizing the significance of fellow team’s work with one another.
COMMUNICATION METHODS AND LEADERSHIP STYLES IN THE SFP

Honors projects were being split up amongst teams, with fellows from each team taking responsibility for parts of the projects. This shared communication amongst fellows developed strong bonds and loyalty. The fellows shared pride in the work that they produced, and this was seen collectively across the SFP. An increase in production and work produced by the SFP came with the growth of fellow and Team Lead interpersonal communication.

**Year Three: Leadership Styles**

In Year Three of the SFP, Team Leadership was emphasized and used extensively amongst Team Leads and fellows. The SFP’s identity shifted its focus from seeing what individual fellows could do to what fellow teams could do. A significant reason for this was because in Year Three fellow teams and their functions were more clearly defined than ever before. Honors College staff and leaders needed Year One and Two of the SFP to see what its capabilities were and what could be made possible.

As new ideas formed, new projects were assigned and fellow teams were constantly being evaluated and considered for these. The original guidelines and descriptions given to the teams had to evolve as the SFP grew and advanced with its fellows. With these advancements, Year Three of the SFP became more established than ever before and Team Leads were able to better lead their fellows because they knew what direction to take them. The fellows were independent but shared common team goals and in doing so grew the SFP’s outreach and influence within The Honors College and EMU community.

**Student Fellow Program: Year Four (2016 - 2017)**

Again, as seen before, changes continued to occur with the interview process for the SFP. For Year Four (2016 – 2017), the application went back to being sent out by the Associate Director, as he emerged as the more prominent advisor to the SFP. Coincidentally, the
application was sent out on the same day as it was the year before. The fellow call-out was sent via email on Friday, July 22nd, 2016 and applications were due by 11:59 p.m. on Friday, August 5th, 2016. This deadline of 11:59 p.m. was different than in years past. Previously, applications had always been due by 4:00 p.m.

The number of Student Fellow positions available was also not given in the initial email, even though it had been in years before. This information was not given unless the applicant inquired about it. The platform of the application also changed once again. This year, it was sent via a Google Form. During the Fall 2016 semester the SFP had ten new fellows, and in the Winter 2017 semester the SFP had four more new fellows join, totaling at forty-two fellows for Year Four. (See Appendix D).

**Year Four: Assessment**

Year Four of the SFP involved organizational and technological growth that caused changes in the communication methods and leadership styles. Year Four brought a student fellow cohort that had grown tremendously since the SFP’s first year in both numbers and in the amount of work produced. However, in order to sustain this growth the changes made in Year Four were crucial for the program.

**Year Four: Communication Methods**

One of the organizational changes that occurred at the end of Year Three leading into Year Four was the physical location of The Honors College building on campus. In January 2016, The Honor College moved into a new building that was at least three times larger than the previous location. This new larger space had a significantly positive impact on the fellow program.
In the new building all fellows now had their own desks, and each team had their own office. Team Leads and fellows had space to move around and identify with space that was their own. Another benefit to the space was that there was room for the college to host classes and events. This brought exposure to the building and its functions, making The Honors College quickly known and valuable within the SFP and Honors community.

Some technological changes that came with Year Four included the introduction of Google applications. Previous to Year Four, the SFP had already begun to dabble in the use of Gmail, Google Drive, and Google Calendar. However, during Year Four this practice was adopted as the new normal and it was used exclusively amongst all fellow teams, leads, and staff. The biggest upside to Google applications was that it was a common platform used by all members of the SFP. Specifically Google Calendar, Docs, Sheets, and Forms were used within the SFP. This furthered the collaborative work of the SFP and heightened the opportunities for continued growth and progress.

Additionally, within Year Four of the SFP, there was a seventh fellow team added, the Coordination Team. The role of this team had not been needed prior to Year Four of the SFP. However, with the continued growth and expansion of the SFP, many of the responsibilities that had been normally assumed by the leadership of The Honors College started to become increasingly exhausting and time consuming for them. With the introduction of the Coordination Team, the responsibility of communicating regularly and facilitating the overall wellbeing of the SFP was left up to this team.

Year Four: Leadership Styles

The prominent leadership style seen in Year Four of the SFP was Transformational Leadership. The goal of Transformational Leadership is to inspire followers with a vision for the
organization and themselves. Transformational leaders are focused on rising up other leaders, and working toward a common goal (Bradford, 2015, p.25).

Not only was the SFP itself transforming with its organizational and technological advances, but so were members within the program. With thirteen of the forty-two fellow members being graduating seniors in Year Four, the SFP saw Transformational Leadership not only happening between their Team Leads and fellows, but also between their veteran fellows and their younger fellows. From Year One to Year Three, as Team Leads worked to mentor and train their fellows on a team and individual level, leadership amongst the fellows rose. Seniors and returning fellows each year took on increasingly more responsibilities and often led their fellow team’s efforts.

Developing leaders out of followers was the driving piece behind Transformational Leadership, and this was seen most clearly in Year Four than in any other year (Northouse, p.186). This group of transformed fellows took on leadership roles in their teams, and in doing so often relieved the Team Leads of some of their responsibility. One influential factor in this process was that Year Four had over ten fellows who were returning seniors in the SFP. After being in the SFP for two plus years, these fellows knew their responsibilities and their team’s objectives. Based on their experience and seniority, these returning fellows helped to train fellows who were newer to the program. Transformed fellows also were able to serve as examples to their co-fellows, therefore initiating the idea in their peers to also take on these roles. As the SFP continues to grow in the future, it has been anticipated that Transformational Leadership will continue to help the fellows and Team Leads to be successful overall.
Chapter Two – Literature Review

Peer Leadership had been a rising phenomenon in Honors College’s across the country. Marie E. Leichliter (2013) from West Virginia University noted that, “A Peer Leadership program provides students an opportunity to “assist in the development of other students’ leadership skills, knowledge, or abilities” while honing their own proficiency,” (p. 158). Not only was this true within West Virginia’s Honors Peer Leadership program, but this manifested within EMU’s Honors College SFP. Student Fellows within the SFP program experienced growth within their communication methods and leadership skills, as seen within the year-by-year analysis given in Chapter One. In Chapter Two, the researcher focused on the value of a Peer Leadership education in Honors and how other schools who have adopted this practice compared with EMU’s Honors College SFP.

Upon comparison of other universities Peer Leadership programs, EMU’s Honors College Student Fellow Program appeared to be very progressive. In a research article written by Brady, Elnagar, and Miller (2010), these three student representatives from the 2008 and 2009 National Collegiate Honors Council (NCHC) Board of Directors wrote about their individual institutions “Honors Ambassadors” programs, which were similar to EMU’s Student Fellow Program. These three institutions included Hillsborough Community College, Northern Arizona University, and West Virginia University. Two of the three schools featured in the article shared similar characteristics with EMU. The researcher chose to use the Peer Leadership programs from Northern Arizona University (NAU) and West Virginia University (WVU) in a comparative analysis to EMU’s Honors College SFP. Details were gathered by the researcher from the Brady, Elnagar, and Miller (2010) article, phone interviews with program coordinators from each of the institutions, and from the university’s websites.
First, what was important to note was that each institution including EMU, NAU, and WVU found value in engaging prospective and current Honors students through the use of other Honors students as peer leaders for them. This was a fundamental principle in understanding why Honors colleges had Ambassador or Fellow programs. If Honors staff hadn’t seen the value in having students’ perspective or help, than they would have just continued to have their full-time staff members do all the work. The only way an Ambassador or Fellow program could work was if the leadership within the college recognized the value of student’s work.

Researchers Espinosa, Long, Patel, and Wang (2005) from the University of Central Florida (UCF), heavily emphasized the importance of incorporating current Honors students in the process of engaging their freshman Honors students within the Honors community. Honors students at UCF who had served as Team Leaders for the Honors freshman class, were influential on incoming student’s perceptions of the college. The article noted that freshman who scored their Team Leaders on performance from “1=Poor” to “5=Excellent” gave an average score of 4.73.

The article also noted that, “students look upon the role of Team Leader as having prestige and high visibility among the Honors community,” (Espinosa, Long, Patel, Wang, 2005, p. 136). Clearly, most UCF freshmen Honors students had been positively affected by the involvement of Peer Leadership for their Honors Team Leaders.

The students who served as Team Leaders at UCF also thoroughly enjoyed the experience of serving in that capacity. After being asked what was the best thing about being a Team Leader, UCF Honors students said it was the, “opportunity to help freshmen make the transition to college life,” and the article went on to say that the “Team Leader experience helps develop leadership skills to a level that is quite uncommon for student leadership positions.” The
Peer Leadership relationship between freshman and Team Lead Honors students at UCF produced positive results within the UCF Honors College. UCF had great success in engaging Peer Leadership within their Honors College, just like the sample schools of EMU, NAU, and WVU, studied in Chapter Two.

Each institution found value in Peer Leadership education; however there were differences in the ways in which EMU, NAU and WVU acted on these programs. The details of each school's Peer Leadership program were compared simultaneously with EMU Honors College SFP. The researcher gathered the information below after she conducted phone interviews with program coordinators from EMU, NAU, and WVU, and from review she did of each of the institutions websites. The gathered results from these interviews and research were displayed in Table 2, followed by a written analysis of each of the schools.

Table 2

*Comparison of EMU, NAU, and WVU Honors College's Peer Leadership Programs*

<table>
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<th>Type of Institution</th>
<th>Eastern Michigan University</th>
<th>Northern Arizona University</th>
<th>West Virginia University</th>
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<td>Public State University</td>
<td>Public State University</td>
<td>Land-grant Public State University</td>
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<td>29,031 (Fall 2015)</td>
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<td>College</td>
<td>College</td>
<td>College</td>
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<tr>
<td>Student Title</td>
<td>Student Fellow</td>
<td>Student Ambassador</td>
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<tr>
<td>----------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Appointment Process</td>
<td>Online Application, Resume and Cover Letter, Essay Questions, Interview</td>
<td>Online Application, Essay Questions, Interview</td>
<td>Online Application, Resume, Essay Questions, Interview</td>
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<td>Length of Commitment</td>
<td>10 hours/week for 1 semester (Highly renewable)</td>
<td>Ambassadors: 3-4 hours/week for 1 semester (Highly renewable) Coordinator: 5 hours/week for 1 semester (Highly renewable)</td>
<td>10-20 hours/week for 1 school year (Highly renewable)</td>
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<td>Compensation</td>
<td>$1,400 per semester for most. Some are on Work Study.</td>
<td>$10.00/hour - Ambassadors $12.50/hour - Coordinators</td>
<td>$8.75-$9.50/ hour</td>
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<td>Trained by Coordinator</td>
<td>On the job. Mentoring/training from program coordinator and Associate Dean</td>
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<tr>
<td>Meetings</td>
<td>Weekly for most</td>
<td>Monthly</td>
<td>Weekly</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>See Appendix E</td>
<td>See Appendix E</td>
<td>See Appendix E</td>
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One point of similarity found between EMU, NAU, and WVU was that all three institutions were Honors Colleges and not Honors Programs. According to Peter C. Sederberg (2005), to be considered an Honors College means that the university had met the qualifications of the National Collegiate Honors Council (NCHC) to have the characteristics of a contemporary Honors College (p. 121).

Each of the colleges also had similar student appointment processes. For each college, their hiring process usually consisted of an online application, essay, and interview. In addition
to this information, EMU and WVU asked for each applicant's resume and EMU also asked for a cover letter.

Along with the institutions similarities, there were also some distinct differences. The first difference was the total number of students in each of the school's Honors Colleges. WVU and NAU who had similar student population totals with only a slight difference of 255 students in total school population, showed a major gap in the size of their Honors Colleges. WVU's Honors College, which had approximately 2,600 students, was double the size of NAU's Honors College, which had 1,300 students. EMU fell in the middle with about 1,800 students.

However, these Honors College totals did not dictate the number of student fellows/ambassadors in each of the colleges. WVU, who had the highest Honors College total, had the lowest amount of student ambassadors, with only three total ambassadors. NAU who had the smallest Honors College had more student ambassadors with sixteen total ambassadors for the year. Then EMU, who had the average for total students in their Honors College, had twelve times the number of ambassadors at WVU and double the number of ambassadors at NAU with forty-two fellows total at EMU. The compensation with EMU fellows was also different than WVU and NAU. Fellows at EMU were given a $1,400 scholarship per semester in exchange for ten hours of work a week. Ambassadors at WVU and NAU were paid on an hourly basis.

The information presented in Table 2 and in Appendix E showcased the progressiveness of EMU's SFP, as seen in the interview process of EMU SFP fellows compared to WVU and NAU ambassadors. The fact that EMU went beyond WVU and NAU and asked for a resume and cover letter from students showed the intention of the SFP to be more like a professional internship than an academia opportunity. Even though fellows who worked within the EMU SFP got exposure to the inner workings of a high functioning academic office, they were also trained
in professional office skill sets, including technological skills, people skills, and time management skills that they were able to apply later on in their professional careers after college.

The scholarship opposed to the hourly pay also played into this philosophy. By giving the money to the students ahead of time, they took personal responsibilities to delegate their workloads week by week to ensure that their Honors projects got done within the allotted amount of time that they were given, ten hours a week. This taught the fellows discipline and self-motivation to be proactive in their work.

The number of fellows who worked within the EMU SFP was also significantly higher than that of the other two colleges. With a total of forty-two fellows during Year Four (2016-2017) of the SFP, there were several students available to help with the continued advancement of the EMU Honors College.

One important key to note was that most of the Peer Advisors who made up thirteen out of the forty-two fellows in the SFP were paid through work study opposed to the $1,400 scholarship. However, work study for students was quite similar to scholarship funds. With work study there were set amounts of funds allocated per semester to the student, and in order to obtain those funds, the student scheduled their time to earn it on a week-by-week basis. Similar to the scholarship, this taught the work study fellow the value of time management, which they would need later on in their professional careers.

These forty-two student fellows in EMU’s SFP served in a variety of positions, many of those similar to that of what ambassadors at WVU and NAU did. For example, the Honors Student Association (HSA) President and Community Programmer, as well as the Peer Leadership Program Coordinator at WVU shared similar responsibilities to those of EMU’s SFP
Programming Team. WVU’s Communication and Social Media Coordinator also shared similar responsibilities to those of EMU’s SFP Communication Team.

At NAU, the Student Ambassadors there had very similar responsibilities to those of EMU’s SFP Recruiting team. NAU’s Student Ambassador Coordinator also shared similar responsibilities to that of EMU’s SFP Coordination Team.

In addition to other teams that the EMU SFP had that weren’t found at WVU or NAU were the Computing Team, the Peer Advising Team, and the Research Team. Not only was EMU’s SFP fulfilling the same responsibilities as WVU and NAU’s student ambassadors, but they were doing more. Despite only being four years old in 2017, the SFP took off to not only embody the phenomenon of Peer Leadership within Honors Colleges, but they moved forward further in their program than other similar institutions had been able to.
Chapter Three: Methodology

To test the communication methods and leadership styles of current and past participants in the Honors College Student Fellow Program, the researcher used two surveys. Both were conducted through Google Forms, and were sent out by the current Honors College Associate Director on Friday, January 13th, 2017. Recipients who received the form were asked to have it filled out by Friday, January 20th, 2017. One survey was sent to current and past Team Leads from the Student Fellow Program and the other was sent to current and past student fellows from the program. The emails for each focus group may be found in Appendix E. The Google Form responses were anonymous and the questions were designed for anonymity. These surveys were considered program assessments for the Honors College Student Fellow Program. The questions asked of each group may be found in Appendix F.

The questions asked of the Team Leads came from three categories: SFP background and perception, SFP leadership, and SFP communication. Questions one through four asked for background information behind the Team Leads experience in the SFP. Background information was important for the researcher to know because a connection between the background information and the responses given in the following two sections, communication and leadership, could prove that time, number of fellows, position, or training resulted in better or poorer communication methods and leadership styles in the SFP.

Questions thirteen through fourteen were also categorized within the SFP background and perception category because it asked for the Team Leads to reflect on how they felt about their overall experience in the SFP. Answering these questions positively or negatively would help the researcher to better understand the results that came from the recipients answers in the leadership and communication sections.
Questions five through nine were part of the SFP leadership section of the survey. This section of questions asked the Team Leads to think about how they felt as leaders, how they felt about their fellows as leaders, and how they believed their leadership was perceived by their fellows. The researcher wanted to see if a parallel would be found between how the Team Lead felt about them as a leader and how they felt about the way that their fellows perceived their leadership.

Questions ten through twelve were part of the SFP communication section of the survey. These questions asked about the methods and frequency in which the Team Leads communicated with their fellows. The researcher wanted to find a connection between these answers and the ones given in the previous two sections.

The questions asked of the student fellows came from the same three categories, SFP background and perception, SFP communication, and SFP leadership. Questions one through eight were designed to identify the fellows overall perception of the program. These questions asked for background information about the student fellow and their thoughts on how the SFP benefitted them. These introductory questions were asked with the hope to find a link that could connect the SFP background and perception section with the answers given in the SFP communication and leadership sections. The researcher was looking for an identifier within questions one-eight that would lead to common answers given in the next two sections of questions.

The SFP communication section, questions nine through eleven, asked the fellows to evaluate the growth of their communication while in the SFP, as well as the frequency of their communication with others in the program. These questions were meant to give the researcher an idea of how often communication took place between the program’s participants.
The SFP leadership section, questions twelve through fourteen, asked the fellow if they felt like a leader and what their involvement was like in The Honors College and in the EMU community. The researcher used these questions to get a comprehensive understanding of the range of leadership in which the fellows were involved. She wanted to see if fellows' leadership expanded beyond the SFP program.

Limitations

There are several limitations that could be noted with the survey questions. The first limitation being with the number of allotted questions that the researcher asked. In order to ensure that recipients would voluntarily fill out the survey, the researcher did not want to ask several questions that would be tiring or frustrating for recipients to work through. To respect the recipients' time and willingness to participate, the researcher limited the survey to fourteen questions. With this limited number of questions, the researcher was not able to ask as many in-depth questions as she would have liked to get a more comprehensive understanding of the SFP communication methods and leadership styles.

More specific questions about the types of communication methods that the SFP participants used, as well as specific examples of leadership from SFP participants, would have the potential to enhance the research results.

Another limitation is noted in the amount of time given to collect survey responses. Participants were only notified one time about the survey via email, and they were only given a week to respond. Pending on participants' frequency to check their email led to the number of responses received. Additionally, all surveys were sent to email addresses that The Honors College had on file. If participants' primary email was not given to The Honors College, the potential existed to miss the email.
A final limitation accounted for in the research was the number of responses received for the Team Lead survey. Three out of eight potential participants responded to the survey questions sent within the allotted week of time that the researcher made the survey available. Therefore, all results and conclusions gathered from the three Team Lead responses has the potential to be different given the smaller pool of results that the researcher worked with.

The limitations noted in this section should be considered when reviewing the results gathered by the researcher in the following chapter.
Chapter Four - Results

The Team Lead survey was sent to five current Team Leads and three former Team Leads, totaling eight recipients for the survey. Out of the eight total recipients, three Team Leads responded within the allotted week that the survey was sent. This was a thirty-eight percent response rate for the Team Leads survey. The student fellow survey was sent to thirty-seven current student fellows and thirty-eight student fellow alumni, totaling to seventy-five recipients total. Out of the seventy-five total student fellows, twenty-five student fellows responded within the allotted week that the survey was sent. This was a thirty-three percent response rate for the student fellow survey.

When analyzing the results of the Team Lead survey, there were several points that the researcher found valuable to this study. The first point found was the relationship between Team Lead training and their experience when coming into the SFP. On question four of the Team Lead survey, on a likert scale (1 = Strongly Disagree to 5 = Strongly Agree), two of the three leads ranked their training experience at disagree (2) and one ranked it as strongly disagree (1). These results show that the Team Lead recipients did not receive training when first starting their positions as Team Leads.

However, if you look at their results to the following question, question five, which asks about the Team Lead’s experience in leadership positions prior to joining the SFP, the results came in at strongly agree (5), agree (4), and neutral (3). It could be assumed that the Team Leads started the program having already served in some kind of leadership capacity before.

The answers given in question five demonstrates a significant amount in regards to the answers given in question four. It is likely that when these Team Leads were being appointed for the SFP, they were highly favored due to prior leadership experience, therefore implying that
training and time spent on teaching them leadership qualities would not be necessary for the current Honors leadership.

Question six asked Team Leads about their perception of how others viewed them. All three Team Leads had the words “leader” and “mentor” as a part of their descriptions. This is also important to the research as it shows that the Team Leads were aware of their position of leadership within the SFP, and more importantly, their ability to authentically lead. In order for Authentic Leadership to happen, as noted by Peter Northouse (2013), leaders have to be concerned with the growth of their followers. Team Leads in the SFP were not only aware that they were leaders, but they practiced authentic leadership with their followers.

Questions seven and eight focused on the Team Leads perception of growth in them as leaders. Question seven asked the Team Leads if they felt more like a leader after their experience of being Team Leads in the SFP. Out of the three responses, Team Leads responded with agree (4), strongly agree (5), and neutral (3), which all positively connote that they felt they experienced growth.

Then in question eight when asked if Team Leads saw growth happen in their fellows, two of the three Team Leads responded with agree (4) and the other Team Lead responded with strongly agree (5). These signs of leadership growth symbolize the presence and application of Authentic Leadership in the SFP. Not only was personal growth demonstrated in the Team Leads answers on their own leadership reflection, but the fellow’s ability to grow as leaders was positively noted by the Team Leads as well.

When asked about the communication practices of the Team Leads, the researcher was surprised to find that the Team Leads seemed to put more emphasis on communicating with their
fellows in person than communicating with their fellows electronically. Part of this answer could be that most of the Team Leads try to schedule weekly team meetings with their fellows.

Question eleven asked about how often the Team Lead communicates in-person with their fellows and two out of the three Team Leads said that they saw their fellows every day, while the other Team Lead said once a week. This concern and attention to communication shows the emphasis that Team Leads have put on efficient and direct communication with their fellows in the SFP.

Like the Team Lead survey, the answers given in the Student Fellow survey also posed some interesting finds for the researcher regarding communication and leadership in the SFP. When fellows were asked about their overall experience in the SFP, they were overwhelmingly positive in their answers. Question five asked if fellows enjoyed their work experience and twenty-three out of the twenty-five responses answered with either agree (4) or strongly agree (5), the other two responses were neutral (3).

Question six asked if fellows thought that the SFP gave them professional skills that they could use in a future career. These answers were also positive with fourteen recipients answering with strongly agree (5), ten fellows answering with agree (4), and only one fellow answering with neutral (3).

Question eight asked about the ways in which fellows felt like they experienced growth in the SFP. Each fellow agreed that they had grown in the SFP, but the most significant way that the fellows felt they had grown had been professionally, shortly followed by personally grown and socially grown.
When asked about their communication experience in the SFP, fellows answered positively. Question nine asked fellows if they felt their communication skills with others improved: eleven answered with agree (4) and ten answered with strongly agree (5).

There also seemed to be strong inter-office communication happening between the fellows and the Team Leads. Question ten asked about the frequency of the fellow’s communication with Team Leads and fellows, and thirteen of the fellows strongly agreed (5) that they communicated frequently with SFP members, and eight more fellows responded with agree (4).

When asked about their leadership perception of themselves in the SFP, most agreed that they felt like a leader. Question twelve asked if being in the SFP made the fellows feel like a leader in the Honors community. When answering this question, nine fellows responded with strongly agree (5) and another eight fellows responded with agree (4). The following eight fellows ranked the question at neutral (3).

Fellow’s leadership was also studied through their involvement outside of the SFP program, and questions thirteen and fourteen targeted this. Question thirteen asked about other involvement on campus, and twenty-three out of the twenty-five fellows noted that they were involved in some kind of other campus organization/job. Question fourteen asked about how fellows were involved in Honors outside of the SFP program and all twenty-five students said that they participated in other Honors activities outside of the SFP.

The responses from the Team Lead survey and the Student Fellow survey came back with positive results about the communication and leadership experiences of member’s involvement within the SFP. These positive results reinforced the data, demonstrating the strength and growth
found within the SFP that favor the researcher’s initial hypothesis that communication and leadership are key characteristics in this program’s success.
Chapter Five - Conclusion

In this study, the researcher endeavored to examine the communication methods and leadership styles of participants within Eastern Michigan University’s Honors College Student Fellow Program. The researcher, being a fourth year fellow with the SFP since its inception in 2013, has been heavily grounded within this research. The communication methods and leadership styles noted by the researcher were analyzed through a review of EMU’s SFP compared to that of NAU’s Student Ambassador Program and WVU’s Student Ambassador Program. An Honors program assessment of current and former Team Leads and fellows of the SFP was also conducted for the study. The most prominent points found in the data collected could be seen in the communication methods and leadership styles employed by SFP members.

Communication methods have been essential to the development and progression of the SFP. When reviewing the SFP’s history of communication methods used, it was clear that Team Leads and fellows relied heavily on their in-person and their technological methods of communication to best complete their work. In the year-by-year assessment given in Chapter One, the evolution of communication methods used was clearly from Year One (2013-2014) to Year Four (2016-2017).

Personal communication between the Team Leads and fellows was influential in the mentoring and training process of the program. Fellow teams also bonded with their leads and co-fellows through weekly team meetings. This emphasis on in-person communication was highly stressed in the results of the Team Lead survey, where all three Team Lead participants said that they met with their fellows on either a daily or a weekly basis.

The technological side of communication was also a prominent point of study in this research. Throughout the last four years, the SFP has used several different methods of digital
communication to better help their program succeed. The first method of communication was the use of frequent email communication. Email was the first and still probably is one of the most prominent methods used to communicate within the SFP program. Following the introduction of email, Team Leads and fellows adapted the use of Surveymonkey.com to poll responses regarding upcoming Honors events and evaluations of Honors activities.

Survey Monkey was a significant tool for Team Leads and fellows to use within their work in the SFP, but it was quickly replaced by the end of Year Three (2015-2016) into Year Four (2016-2017) by Google Drive.

With the use of Gmail, Google Drive, and Google Chat, the opportunity for communication and data collection was endless for the participants of the SFP. Google Docs, Sheets, and Forms were used throughout every team to better open up the platform of communication and collaborative work.

The transition from more individualized work to collaborative work began to take place in Year Three, and by Year Four, it was fully engaged and the projects produced were from the manifestation of collected team thinking. Each project produced was completed by a team of energized fellows, who had experience and practice with the various platforms of electronic communication used within the SFP.

Like communication, leadership theory has been influential throughout the tenure of the SFP. Leadership in the program started in Year One with Situational Leadership between the Team Leads and fellows. This foundational year established the precedence of relationships between the Team Leads and the fellows, and showed the potential of the SFP.

Year Two came with a mixture of established Team Leads and fellows, as well as the addition of new fellows to the program. Mentoring relationships took place between the Team
Leads and fellows, giving new fellows the opportunity to learn from their more experienced Team Lead and co-fellows.

Year Three, with the progression of the program and the technological communication advances, came as a year of joint collaboration and Team Leadership. Team’s responsibilities became more defined and collective. Individual fellows were appreciated for their experience and their familiarity in the SFP, but they were expected to work under the Team Leadership of their lead. As mentioned previously, Google applications helped to make this collaborative work easily accessible and therefore members were more likely to work together by using it.

Finally, in Year Four of the SFP, Transformational Leadership was employed because of the heavy amount of experienced Team Leads and fellows in the program. These experienced fellows relieved the Team Leads from a significant amount of responsibility to lead and train the newer fellows. This was manifested in the practice of Peer Leadership, and positively impacted the SFP’s ability to grow more fellows than ever before. With a total of forty-two fellows for the year, the program increased and expanded due to the leadership demonstrated by its members.

The key to success found in the SFP was well developed Peer Leadership. This research determined that EMU’s Honors College SFP stood out from NAU or WVU because its members were given the responsibility and opportunity to lead regardless of serving level. The Team Leads worked to grow the fellows, the older fellows worked to grow the newer fellows, and the newer fellows work to grow together. In doing so, this team spirit not only worked to grow the SFP, but it worked to grow the entire Honors community.

Through the diligent efforts of the SFP, the Honors community has benefited from an increase in the number of Honors students recruited, their ability to use technological services to apply and graduate with Honors students, practicing communication means that are clear and
easy to access, Honors students who are knowledgeable and willing to help with advising and or research, and Honors events that bring students together for social, academic, and service purposes.

When Team Leads and fellows were asked if they felt like leaders, they agreed that they did. Many agreed that from serving in the SFP, they felt more like leaders in the Honors community. The researcher believes that this personal perception helped the members of the SFP to better serve within the program because of their heightened sense of responsibility, self-efficacy, and their willingness to want to be their best as examples to others.

Recommendations

In the future, the researcher recommends that a focus group be conducted with SFP current and past Team Leads and fellows to expand findings beyond that of the survey used in this study. Even though the researcher does believe that she has sufficiently proved her hypothesis, a focus group will give more details on the personal experiences that members of the SFP had, giving further insight into the specifics of communication and leadership examples from the program, and triangulating the data.

Conclusion

The researcher set out to determine whether or not the communication methods and leadership styles used within the SFP at EMU’s Honors College contributed to the success and growth of the fellow program. After further review of the SFP’s history, a literature review of other university ambassador programs, and a program assessment from current and past SFP members, the researcher believes to have proven her hypothesis that indeed the communication methods and leadership styles employed in the SFP contributed to its success and growth.
More importantly, the researcher believes that the SFP’s ability to stay progressive with its technological communication methods, as well as its value on interpersonal communication has helped with the program’s growth. The SFP’s ability to utilize Peer Leadership and engage strong Team Lead “leaders” is significant in the evaluation of the program. Without these vital communication and leadership pieces in this program, the SFP would not have grown in numbers, produced critical Honors work, or become prominent in the Honors community the way that it has now because of the communication methods and leadership styles employed within the program.

It is the hope of the researcher that the SFP will continue to be successful and grow in the future as its communication methods and leadership styles evolve. The researcher found this study to be a critical element in her grounded experience in the program and, with the result of this research, believes that the SFP will continue to be a model to other Honors College’s because of their example of progressive communication and leadership development.
References

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About NAU. Retrieved from http://nau.edu/about/


Honors Ambassadors - Honors College - Northern Arizona University. Retrieved from https://nau.edu/honors/prospective-students/honors-ambassadors/


J. Feldkamp, personal communication, February 17, 2017

K. Kain, personal communication, January 20, 2017

Lisa Verlinden, personal communication, January 17, 2017


*WVU Facts*. Retrieved from https://about.wvu.edu/wvu-facts
## Appendix A

Researcher's Work History in The Honors College

<table>
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</tr>
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</tr>
<tr>
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<tr>
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Appendix B

Observations Used to Guide the Research

Observations used to look at the program's similarities and differences included: staff to student ratio, graduate assistant (GA) to student ratio, number of fellows compared to number of fellow teams, requirements of fellows, majors of fellows, years of fellows, type of Honors fellow's graduated/graduating with, number of returning fellows each year, and number of new fellows each year.

Questions that the researcher used to evaluate the Team Leads experience included: How did this develop/change from year to year? How did the number of fellows they managed affect this? How long did they continue as Team Lead? What were their major job responsibilities? What kind of leadership practices came from these Team Lead's fellows? What was the retention of this Team Lead's fellows? What did the fellows of this team go on to do? (Get more involved, stay stagnant, drop the program...)

Questions that the researcher used to evaluate the student fellows experience included: How else have fellows gotten involved in Honors outside of their fellowships? (Scholarships received participation in Study abroad, Honors classes, research, etc.) How else have fellows gotten involved in EMU? (Student organization they joined, internships they did, jobs held on campus, etc.) How did fellows who got involved in Honors and in the EMU community compare to other fellows who did not.

Questions that the researcher used to evaluate the staff's experience included: How did staff become involved year by year? What were they doing to be involved? What was their relationship with the GA's? What was their relationship with the fellows?
Questions that the researcher used to evaluate Team Leads communication experiences included: How did the Team Leads communicate with their fellows? What Team Lead did what? (Individual meetings, team meetings, email, call, text, in-person)? How did this vary with leads and their number of fellows that they managed? What was the retention of their fellows and how did their Team Leads communication affect this?

Questions that the researcher used to evaluate student fellows communication experiences included: How often did they communicate with their Team Lead? How often did they communicate with their team's fellows? How often did they communicate with other team's fellows? How did their work space affect this? Depending on their communication received how did this affect their retention? How did this affect their other involvement on campus?

Questions that the researcher used to observe the staff on their communication styles included: How often did they communicate with Team Leads? How often did they communicate with fellows? How did their work space affect this?
Appendix C

Emails Regarding the Student Fellow Positions from 2013 to 2016

Student Fellow Program: Year One (2013 – 2014)
Email sent by The Honors College Associate Director on Friday, August 9th, 2013.

Greetings:

We are very proud to announce that we will be offering up to six students a chance to be an Honors Student Fellow in the fall semester! These students will gain experience in academic advising, community outreach, marketing, or recruiting working with our staff.

Attached in this email is an application to be an Honors Student Fellow for the Fall 2013 semester. Applications are due on Monday, August 19th by 4:00PM, and can either be submitted to the Honors College office, or emailed back to me at jfeldkam@emich.edu. We are very excited to be offering these positions in the fall, and look forward to receiving applications!

Here is a description of the position, and please see the attached document for further information:

This year, the Honors College would like to offer up to six Honors students the opportunity to work with our staff on various projects and initiatives. These students will be identified as Honors Student Fellows. The objective of this involvement is to provide Honors students experience working in higher education, help our office meet its goals, and to also enrich current students’ experiences.

Honors Student Fellows will be expected to work with our staff on current projects for approximately 10 hours per week, including regular Honors Student Fellow meetings. Honors Student Fellows will be rewarded a $1,200 Fellowship for the Fall 2013 semester and the Fellowship could possibly be renewed for the Winter 2014 semester.

Please let me know if you have any questions.

John Feldkamp

Associate Director, Honors College
Starkweather Hall
Eastern Michigan University
Student Fellow Program: Year One (2013 – 2014)
Application sent out with the initial email by The Honors College Associate Director on Friday, August 9th, 2013.

**Honors College Student Fellow Application**

*Applications due August 19th, 2013 by 4:00PM in the Honors College Office or through email to John Feldkamp at jfeldkam@emich.edu*

This year, the Honors College would like to offer up to six Honors students the opportunity to work with our staff on various projects and initiatives. These students will be identified as Honors Student Fellows. The objective of this involvement is to provide Honors students experience working in higher education, help our office meet its goals, and to also enrich current students’ experiences.

Honors Student Fellows will be expected to work with our staff on current projects for approximately 10 hours per week, including regular Honors Student Fellow meetings. Honors Student Fellows will be rewarded a $1,200 Fellowship for the Fall 2013 semester and the Fellowship could possibly be renewed for the Winter 2014 semester.

Interested applicants should submit this completed form, an updated resume, and a cover letter that addresses why they would be an ideal candidate for one of these positions. Applicants should specifically identify one of the following positions that they are interested in pursuing; however, through conversation, the Honors College may recommend pursuing a different position.

**Student Information**

Name: ___________________________ E#: ___________________________

Phone number: ________________ Email: ___________________________

I authorize the Honors College to review my academic records, including Honors College achievements, and consider this information in their decision in being an Honors Student Fellow.

Student Signature: ___________________________ Date: ________________

**Honors Student Fellow Assignments**

Please identify which position you are applying for. Please know that these assignments will develop with the applicant’s goals and interests.

1. Academic Advising (2 positions) – Students will work directly with the Honors Academic Advisor providing advising services to current Honors students. Assignments will include providing Honors Orientations, assisting students using my.emich, and facilitating an advising evaluation process. Other assignments will include creating advising forms and evaluating advising needs of current students.
2. Community Outreach (1 position) – Student will work with local groups and agencies in the area to develop outreach, social, and service activities. The student will also promote and engage community members with the Honors College and its activities, as well as engage Honors students with local events and activities occurring in the local area.

3. Marketing (1 position) – Student will develop and manage the various Honors social media pages including Facebook, Twitter, Instagram, as well as the Honors College website. The student will also help develop fliers, programs, and brochures for various Honors functions and events. Attending various Honors College events to take pictures, videos, and write summaries of the events is expected. (Proficient technology and writing skills are essential for this position).

4. Recruiting (2 positions) – Students will work directly with the Associate Director identifying prospective students for the Honors College. Students can expect to contact multiple schools, colleges, and organizations, as well as travel to multiple locations with EMU staff (transportation will be provided). Students will develop marketing materials as well as recruiting events for prospective students.
Greetings:

We are very proud to announce that we will be offering up to six students a chance to be an Honors Student Fellow in the fall semester! These students will gain experience in academic advising, research advising, or alumni relations working with our staff.

Attached in this email is an application to be an Honors Student Fellow for the Fall 2014 semester. Applications are due on Thursday, July 3rd by 4:00PM, and can either be submitted to the Honors College office, or emailed back to me at ifeldkam@emich.edu. We are very excited to be offering these positions in the fall, and look forward to receiving applications!

Here is a description of the position, and please see the attached document for further information:

This year, the Honors College would like to offer up to three Honors students the opportunity to work with our staff on various projects and initiatives. These students will be identified as Honors Student Fellows. The objective of this involvement is to provide project-based experiences through supervised, educational internships with the Honors College.

Honors Student Fellows will be expected to work with our staff on current projects for approximately 10 hours per week, including regular Honors Student Fellow meetings. Honors Student Fellows will be awarded a $1,400 Fellowship for the Fall 2014 semester and the Fellowship could possibly be renewed for the Winter 2015 semester.

Please let me know if you have any questions.

John Feldkamp

Associate Director, Honors College
Starkweather Hall
Eastern Michigan University
This year, the Honors College would like to offer up to three Honors students the opportunity to work with our staff on various projects and initiatives. These students will be identified as Honors Student Fellows. The objective of this involvement is to provide project-based experiences through supervised, educational internships with the Honors College.

Honors Student Fellows will be expected to work with our staff on current projects for approximately 10 hours per week, including regular Honors Student Fellow meetings. Honors Student Fellows will be awarded a $1,400 Fellowship for the Fall 2014 semester, and the Fellowship could possibly be renewed for the Winter 2015 semester.

Interested applicants should submit this completed form, an updated resume, and a cover letter that addresses why they would be an ideal candidate for one of these positions. Applicants should specifically identify one or more of the following positions that they are interested in pursuing; however, through conversation, the Honors College may recommend pursuing a specific position.

**Student Information**

Name: ___________________________ E#: ___________________________

Phone number: ___________________ Email: _________________________

I authorize the Honors College to review my academic records, including Honors College achievements, and consider this information in their decision in being an Honors Student Fellow.

Student Signature: ___________________________ Date: ________________

**Honors Student Fellow Assignments**

Please identify which position(s) you are applying for. Please know that these assignments will develop with the applicant’s goals and interests.

1. **Academic Advising (1 position)** – Student will work directly with the Honors Academic Advisor providing advising services to current Honors students. Assignments will include providing Honors Orientations, assisting students using my.emich, and facilitating an advising evaluation process. Other assignments will include creating advising forms and evaluating
advising needs of current students.

2. **Research Advising (1 position)** – Student will work with Honors Faculty Fellows developing materials and workshops for Honors students to pursue research opportunities. Also, this student will help recruit, monitor, and facilitate students’ progress towards completing Departmental Honors. A background with undergraduate research is preferred.

3. **Alumni Relations (1 position)** – Student will help cultivate relationships with Honors College alumni through the creation of events, regular communication, as well as work with our public relations staff. A background with event planning and philanthropic efforts is preferred. (Proficient technology and writing skills are essential for this position).
Hi Everyone:

This year, the Honors College would like to offer up to four Honors students the opportunity to work with our staff on various projects and initiatives in the Honors College Student Fellow program. The objective of this involvement is to provide Honors students experience working in higher education, help our office meet its goals, and to also enrich current students' experiences. Specifically, this student will assist the Honors College in recruitment, our website, our social media pages, and promoting/facilitating research.

Honors Student Fellows will be expected to work with our staff on current projects for approximately 10 hours per week, including regular Honors Student Fellow meetings. Although this is not an hourly paid position, Honors Student Fellows will receive a $1,400 Fellowship for the Fall 2015 semester, and the Fellowship could possibly be renewed for the Winter 2016 semester.

Applications can be completed by following this survey link: https://www.surveymonkey.com/r/StudentFellowApplication. To complete your application, you must also email the Honors College at emuhonors@emich.edu a cover letter for each position for which you apply and also your resume. Further instructions can be found in the survey link, but all applications and application materials must be received by 4:00PM on Friday, July 31st.

To complete your application you must:

1) Complete the Honors Student Fellow Application. Please make sure to read the directions carefully and complete all listed steps.
2) Email your cover letter(s) and resume to emuhonors@emich.edu

Available positions include:

1) Recruiting Student Fellow
2) Research Student Fellow
3) Communications Student Fellow - Honors College Website Designer
4) Communications Student Fellow - Honors College Social Media Operator

Please contact us at emuhonors@emich.edu if you have further questions and we look forward to seeing you soon!

Dr. Rebecca Bowers Sipe
Director, Honors College
Starkweather Hall
Eastern Michigan University
Hi Everyone:

Please see the message below regarding our Student Fellow program offered in The Honors College. To apply, please go to the following link. For further information, please read below.

**Student Fellow Applications**

The Honors College is proud to announce we will be offering students a chance to work with The Honors College this upcoming fall! These students will have the opportunity to work with our staff on various projects and initiatives in The Honors College. The objective of this involvement is to provide Honors students experience working in higher education, help our office meet its goals, and enrich current students' experiences. Specifically, these students will assist The Honors College in recruitment, communication, programming events, advising, and promoting/facilitating research.

Students will be expected to work with our staff on current projects for approximately 10 hours per week (approximately 150 hours per semester), which includes regular team meetings. Although some positions are not paid by the hour, selected Honors Student Fellows will be awarded a $1,400 Fellowship for the Fall 2016 semester and the fellowship could possibly be renewed for the Winter 2017 semester. Please note that the peer advisor/front desk position requires work study, will have different hour requirements, and is an hourly paid position.

All application materials (application, resume, and cover letter(s)) must be received by 11:59 PM EST Friday, August 5th, 2016 to be considered. If you have questions about any part of the application, please contact us at emu@emich.edu or call at 734-487-0341 during our regular business hours.

To apply, and to learn further information about the positions, please go to the application form.

We are very excited to be offering these positions in the fall and look forward to receiving your applications!

John Feldkamp

Associate Director
The Honors College
511 W. Forest
Eastern Michigan University
Appendix D

Data on Team Leads and Fellows Year by Year

Data for Year One, Fall 2013 – Summer 2014

Number of Fellows Total: 25 fellows
Number of Fellows New Fall 2013: 17 fellows
Number of Fellows New Winter 2014: 5 fellows
Number of Fellows New Summer 2014: 3 fellows
Number of Team Leads: 4 Team Leads (2 Staff Members, 1 Faculty Fellow, 1 Graduate Assistant)

Teams of Fellows:

  Academic Advising: 6 fellows
  Community Outreach: 4 fellows
  Computing: 1 fellow
  Marketing: 2 fellows
  Programming: 1 fellow
  Recruiting: 8 fellows

Data for Year Two, Fall 2014 – Summer 2015

Number of Fellows Year Two, Fall 2014 – Summer 2015: 28 fellows
Number of Fellows New Fall 2014: 10 fellows
Number of Fellows New Winter 2015: 3 fellows
Number of Fellows New Summer 2015: 3 fellows
Number of Team Leads: 5 Team Leads (2 Staff Members, 1 Faculty, 2 Graduate Assistants)
Teams of Fellows:

- Academic Advising: 7 fellows
- Communication: 4 fellows
- Computing: 2 fellows
- Programming: 4 fellows
- Recruiting: 5 fellows
- Research: 3 fellows

**Data for Year Three, Fall 2015 – Summer 2016**

Number of Fellows Year Three, Fall 2015 – Summer 2016: 35 fellows

Number of Fellows New Fall 2015: 12 fellows

Number of Fellows New Winter 2016: 0 fellows

Number of Fellows New Summer 2016: 4 fellows

Number of Team Leads: 5 Team Leads (1 Staff Member, 1 Faculty Fellow, 3 Graduate Assistants)

Teams of Fellows:

- Academic Advising: 6 fellows
- Communication: 5 fellows
- Computing: 2 fellows
- Programming: 5 fellows
- Recruiting: 9 fellows
- Research: 4 fellows
Data for Year Four, Fall 2016 – Winter 2017

Number of Fellows Year Four, Fall 2016 – Winter 2017: 42

Number of Fellows New Fall 2016: 10 fellows

Number of Fellows New Winter 2017: 4 fellows

Number of Team Leads: 5 Team Leads (1 Staff Member, 1 Faculty Fellow, 3 Graduate Assistants)

Teams of Fellows:

- Communication: 4 fellows
- Computing: 4 fellows
- Coordinators: 3 fellows
- Peer Advisors: 13 fellows
- Programming: 5 fellows
- Recruiting: 9 fellows
- Research: 4 fellows
Appendix E

Responsibilities of Peer Leaders at EMU, NAU, and WVU

Eastern Michigan University Honors College Student Fellow Responsibilities (2016 – 2017)

(J. Feldkamp, personal communication, February 17, 2017)

Communication Team

- Manage Honors social media platforms
- Maintain updates to the emich.edu/honors website
- Promote and network with Honors alumni
- Photograph at Honors events/functions
- Design flyers and other promotional materials

Computing Team

- Design and development of new software solutions for the college
- Maintenance of current in-house developed software
- Provide IT-based solutions to some simple tasks
- Ability to learn new technologies

Coordination Team

- Promote weekly reflection among Honors Team Leads and fellows
- Coordinate monthly Honors Student Advisory Board (HSAB) meetings amongst the fellows
- Organize The Honors College’s goals and direct the work of the SFP to match with these goals
- Send SFP updates to The Honors College staff, Team Leads, and fellows
- Coordinate events and activities that build community within the SFP
- Plan and coordinate weekly Team Lead meetings for the SFP

Peer Advising Team

- Knowledgeable about The Honors College and able to answer questions regarding it
- Answer phones, greet visitors, and direct those who contact The Honors College
- Meeting with students prior to or after their advising appointments to review Honors requirements and/or schedule
- Filing and miscellaneous tasks as assigned

Programming Team

- Plan, coordinate, and host all events with The Honors College
- Promote the values of The Honors College
- Network within The Honors College and EMU community

Recruiting Team

- Take part in Honors presentations
- Speak in front of large groups of people about The Honors College
- Assist with recruiting communications and planning
- Contact faculty and students to solicit participation in Honors presentations
- Plan student visits
- Coordinate alternate orientation sessions
- Help with The Honors College's annual Presidential Scholar Competition

Research Team

- Promote undergraduate research to Honors students
- Assist with the Undergraduate Research/Creative Project Workshop and the Senior Thesis/Creative Project Workshop
COMMUNICATION METHODS AND LEADERSHIP STYLES IN THE SFP

- Attend workshops, track attendance at workshops, and assess workshop quality
  - Develop, conduct, and present internal research on The Honors College
  - Help with Honors exit interviews
  - Help with The Honors College Commencement

Northern Arizona University Honors College Student Ambassador Responsibilities (2016 – 2017)

(K. Kain, personal communication, January 20, 2017)

Student Ambassador Coordinator

- Trains
- Scheduling and sending out weekly emails
- Track data from Honors events
- Communication with ambassadors

Student Ambassador

- Leads tours for potential students
- Coordinate breakout sessions educating people on the Honors College
- Phone campaigns
- Facilitate Pathway experiences
- Recruit for Lumberjack scholarship
- Helps with Discover NAU days

West Virginia University Honors College Student Ambassador Responsibilities (2016 – 2017)

(Washington, 2016, HONORSpeak):

HSA President / Community Programming

- Serves as president for Honors Student Association
• Coordinates social activities for Honors students across campus.

• Coordinates fundraising activities for HSA (in conjunction with HSA officers)

• Seeks out and coordinates HSA service activities

• Plans and oversees Honors ball

• Helps market/publicize Honors College co-curricular events and all HSA events

Communications/Social Media

• First point of contact for coordinating tours of Honors Hall and Honors overnight visits

• Represent the Honors College at on-campus recruitment events

• Posts to Honors social media accounts, (Facebook, Twitter, Instagram, YouTube etc.)

Peer Leadership Programs

• Have passed 402 or 201, ideally will have experience as a tutor or peer mentor

• Support activities of the Program Coordinator in organizing peer mentoring and peer tutoring programs

• Point of contact for HONR199 peer mentors, scheduling and securing locations for HONR 199 sections

• Some summer hours may be available for interested student

• Supports Honors Day of Service activities
Appendix F

Emails Sent to Survey Recipients

(All emails sent out on Friday, January 13th, 2017 by The Honors College Associate Director)

Email sent to current (2016 – 2017) Team Leads

Hello Team Lead,

As some of you may already know, I am writing my Honors Senior Thesis on the communication and leadership styles of our Honors College Student Fellow Program. I have been looking at the transformation of the program since its start in Fall 2013, and would like to do a program evaluation of it now. As a Team Lead in the program, I was hoping you would be willing to fill out THIS survey for my research. All answers will be anonymous, and if you choose to do it, I would please like answers back by Friday, January 20th. If you have any questions, please reach out. Thank you for considering doing this.

Email sent to Team Lead alumni (2013 – 2016)

Hello Former Team Leads,

My name is Lauren Renou and I am currently a senior in the EMU Honors College Student Fellow program. I am graduating in April 2017, and I am writing a senior thesis on the communication and leadership styles that are a part of the Honors College Student Fellow program. I am looking at the transformation of the program since its inception in Fall 2013 to now Winter 2017. As a previous Team Lead in the program, I was hoping you would be willing to fill out THIS survey for my research. All answers will be anonymous, and if you choose to do it, I would please like answers back by Friday, January 20th. If you have any questions, please reach out. Thank you for considering doing this.

Email sent to current (2016 – 2017) Student Fellows

As some of you may already know, I am writing my Honors Senior Thesis on the communication and leadership styles of our Honors College Student Fellow Program. I have been looking at the transformation of the program since its start in Fall 2013, and would like to do a program evaluation of it now. If you are willing to help and participate, I would appreciate you filling out THIS survey with your feedback on your experience. This survey is not required for you to do as a fellow, and the answers will stay anonymous if you do fill it out. If you choose to, please have the survey filled out by Friday, January 20th. Thanks for considering taking this survey. Your feedback would be very helpful for my research.
Hello Honors Fellow Alum,

My name is Lauren Renou and I work at the EMU Honors College as a Student Fellow. I have been with the program since Fall 2013, and now I am graduating this upcoming April 2017. My Honors Senior Thesis is on the communication and leadership styles of our Honors College Student Fellow Program. I have been looking at the transformation of the program since its start in Fall 2013, and would like to do a program evaluation of it now. If you are willing to help and participate, I would appreciate you filling out THIS survey with your feedback on your past experience as a Student Fellow. This survey is entirely optional, and the answers will stay anonymous if you do fill it out. If you choose to, please have the survey filled out by Friday, January 20th. Thanks for considering taking this survey. Your feedback would be very helpful for my research.
Appendix G

Survey Questions for SFP Participants

Questions for Current/Past Team Leads of the Student Fellow Program: All questions were answered as a multiple choice (MC), checkbox (CB), or linear scale (LS) question. Each question type is indicated below.

1. **How long did/have you work with the Student Fellow Program as a Team Lead? (MC)**

   **Answer Options:**
   - 2 Semesters
   - 3 Semesters
   - 4 Semesters
   - 5 Semesters
   - 6 Semesters
   - 7 Semesters
   - 8 Semesters
   - 9 Semesters
   - 10 Semesters

   **Answer Results:**
   - Team Lead 1: 2 Semesters
   - Team Lead 2: 4 Semesters
   - Team Lead 3: 8 Semesters

2. **What was/is the average number of fellows that you led/lead? (MC)**

   **Answer Options:**
   - 2 - 4 fellows
   - 5 - 7 fellows
   - 8 - 10 fellows
   - 11 - 13 fellows

   **Answer Results:**
   - Team Lead 1: 8 - 10 fellows
   - Team Lead 2: 2 - 4 fellows
   - Team Lead 3: 2 - 4 fellows

3. **What position did you hold in The Honors College while being a Team Lead? (MC)**
Answer Options:
- Faculty Fellow
- Faculty Member
- Graduate Assistant
- Staff Member

Answer Results:
- Team Lead 1: Graduate Assistant
- Team Lead 2: Graduate Assistant
- Team Lead 3: Faculty Fellow

4. As a Team Lead, I received training on how to lead my fellows. (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Team Lead 1: 2
- Team Lead 2: 2
- Team Lead 3: 1

5. Before becoming a Team Lead, I had served in other leadership positions (professionally, socially, personally, etc.) (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Team Lead 1: 5
- Team Lead 2: 4
- Team Lead 3: 3

6. As a Team Lead, in which ways do you believe your fellows viewed you. Please check all that apply. (CB)

Answer Options:
- Boss
- Friend
- Leader
- Mentor
- Peer

Answer Results:
- Team Lead 1: Boss, Friend, Leader, Mentor, Peer
7. Serving as a Team Lead in the Student Fellow Program has/had made me feel like more of a leader than when I first started as a Team Lead. (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Team Lead 1: 4
- Team Lead 2: 5
- Team Lead 3: 3

8. As a Team Lead, I saw growth happen in my fellows during their time as a fellow under me. (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Team Lead 1: 4
- Team Lead 2: 5
- Team Lead 3: 4

9. Do/Did you view your fellows as leaders? (MC)

Answer Options:
- No
- Yes, some of them
- Yes, most of them
- Yes, all of them

Answer Results:
- Team Lead 1: Yes, all of them
- Team Lead 2: Yes, all of them
- Team Lead 3: Yes, some of them

10. How often did/do you electronically communicate with the fellows on your team(s)? (MC)

Answer Options:
- Every day
- Every other day
11. How often did/do you communicate in-person with the fellows on your team(s)? (MC)

Answer Options:
- Every day
- Every other day
- Once a week
- Once every other week
- Once a month

Answer Results:
- Team Lead 1: Every day
- Team Lead 2: Every day
- Team Lead 3: Once a week

12. Upon leaving as Team Lead OR upon having a fellow you led leave, how often do you communicate with them? (MC)

Answer Options:
- Never
- Daily
- Once a week
- Once a month
- Once every six months
- Once a year

Answer Results:
- Team Lead 1: Once every six months
- Team Lead 2: Never
- Team Lead 3: Once every six months

13. Which of the following apply to the workload you had/have as a Team Lead? (MC)

Answer Options:
- I had too much work and I was overwhelmed
- I had a lot of work and projects
- I had the perfect amount of work
- I had some work, but not enough
I did not have much work at all

**Answer Results:**
- Team Lead 1: I had too much work and I was overwhelmed.
- Team Lead 2: I had a lot of work and projects.
- Team Lead 3: I had a lot of work and projects.

14. I enjoyed my overall work experience in The Honors College as a Team Lead. (LS)

**Answer Options:**
- Strongly Disagree (1) to Strongly Agree (5)

**Answer Results:**
- Team Lead 1: 4
- Team Lead 2: 5
- Team Lead 3: 5

Questions for Current/Past Student Fellows of the Student Fellow Program: All questions were answered as a multiple choice (MC), checkbox (CB), or linear scale (LS) question. Each question type is indicated below.

1. **What year are you in school? (MC)**

**Answer Options:**
- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Not in School

**Answer Results:**
- Student Fellow 1: Graduate
- Student Fellow 2: Junior
- Student Fellow 3: Junior
- Student Fellow 4: Graduate
- Student Fellow 5: Graduate
- Student Fellow 6: Junior
- Student Fellow 7: Junior
- Student Fellow 8: Senior
- Student Fellow 9: Not in school
- Student Fellow 10: Junior
- Student Fellow 11: Junior
2. **How long have/were you a Student Fellow in The Honors College Student Fellow Program?** (MC)

**Answer Options:**
- 1 Semester
- 2 Semesters
- 3 Semesters
- 4 Semesters
- 5 Semesters
- 6 Semesters
- 7 Semesters
- 8 Semesters
- 9 Semesters
- 10 Semesters
- 11 Semesters

**Answer Results:**
- Student Fellow 1: 3 Semesters
- Student Fellow 2: 7 Semesters
- Student Fellow 3: 2 Semesters
- Student Fellow 4: 5 Semesters
- Student Fellow 5: 1 Semester
- Student Fellow 6: 4 Semesters
- Student Fellow 7: 1 Semester
- Student Fellow 8: 6 Semesters
- Student Fellow 9: 5 Semesters
- Student Fellow 10: 1 Semester
- Student Fellow 11: 3 Semesters
- Student Fellow 12: 3 Semesters
- Student Fellow 13: 8 Semesters
- Student Fellow 14: 5 Semesters
3. Which team(s) did/have you worked on? (Check all that apply) (CB)

Answer Options:
- Advising
- Community Outreach
- Communication
- Computing
- Coordinator
- Front Desk/Peer Advisor
- Marketing (Original Communication Team, 2013 - 2014 School Year)
- Programming
- Recruiting
- Research

Answer Results:
- Student Fellow 1: Computing
- Student Fellow 2: Communication
- Student Fellow 3: Recruiting
- Student Fellow 4: Advising, Computing
- Student Fellow 5: Advising
- Student Fellow 6: Front Desk/Peer Advisors
- Student Fellow 7: Programming
- Student Fellow 8: Communication, Research
- Student Fellow 9: Recruiting
- Student Fellow 10: Coordinator
- Student Fellow 11: Recruiting
- Student Fellow 12: Research
- Student Fellow 13: Programming
- Student Fellow 14: Computing
- Student Fellow 15: Research
- Student Fellow 16: Computing
- Student Fellow 17: Programming
- Student Fellow 18: Programming
- Student Fellow 19: Research
o Student Fellow 20: Communication
o Student Fellow 21: Recruiting
o Student Fellow 22: Coordinator
o Student Fellow 23: Front Desk/Peer Advisors
o Student Fellow 24: Front Desk/Peer Advisors
o Student Fellow 25: Front Desk/Peer Advisors

4. Which Team Leads did you work with during your time as a Student Fellow? (Check all that apply) (CB)
   *** Names not given for privacy reasons***

5. As a Student Fellow, I enjoyed my work experience in The Honors College. (LS)
   Answer Options:
   o Strongly Disagree (1) to Strongly Agree (5)
   Answer Results:
   o Student Fellow 1: 4
   o Student Fellow 2: 5
   o Student Fellow 3: 4
   o Student Fellow 4: 4
   o Student Fellow 5: 5
   o Student Fellow 6: 5
   o Student Fellow 7: 4
   o Student Fellow 8: 4
   o Student Fellow 9: 5
   o Student Fellow 10: 5
   o Student Fellow 11: 5
   o Student Fellow 12: 5
   o Student Fellow 13: 5
   o Student Fellow 14: 5
   o Student Fellow 15: 5
   o Student Fellow 16: 5
   o Student Fellow 17: 3
   o Student Fellow 18: 4
   o Student Fellow 19: 5
   o Student Fellow 20: 4
   o Student Fellow 21: 4
   o Student Fellow 22: 4
   o Student Fellow 23: 5
   o Student Fellow 24: 4
   o Student Fellow 25: 3

6. I believe that the Student Fellow Program gave me professional skills that I can use in my future career path upon completion of my bachelor's degree. (LS)
Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Student Fellow 1: 5
- Student Fellow 2: 5
- Student Fellow 3: 5
- Student Fellow 4: 4
- Student Fellow 5: 5
- Student Fellow 6: 4
- Student Fellow 7: 4
- Student Fellow 8: 5
- Student Fellow 9: 4
- Student Fellow 10: 5
- Student Fellow 11: 5
- Student Fellow 12: 5
- Student Fellow 13: 5
- Student Fellow 14: 5
- Student Fellow 15: 5
- Student Fellow 16: 5
- Student Fellow 17: 4
- Student Fellow 18: 5
- Student Fellow 19: 4
- Student Fellow 20: 5
- Student Fellow 21: 4
- Student Fellow 22: 4
- Student Fellow 23: 4
- Student Fellow 24: 4
- Student Fellow 25: 3

7. When involved in the Student Fellow Program I felt connected to other members of The Honors College staff (fellows, Team Leads, staff, faculty). (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Student Fellow 1: 5
- Student Fellow 2: 5
- Student Fellow 3: 4
- Student Fellow 4: 3
- Student Fellow 5: 5
- Student Fellow 6: 4
- Student Fellow 7: 5
8. I felt like I grew during my time as a Student Fellow. Please check all that apply. (CB)

**Answer Options:**
- No
- Yes, academically
- Yes, emotionally
- Yes, personally
- Yes, professionally
- Yes, socially

**Answer Results:**
- Student Fellow 1: Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 2: Yes, academically, Yes, emotionally, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 3: Yes, academically, Yes, professionally
- Student Fellow 4: Yes, academically, Yes, professionally
- Student Fellow 5: Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 6: Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 7: Yes, academically, Yes, socially
- Student Fellow 8: Yes, academically, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 9: Yes, academically, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 10: Yes, academically, Yes, professionally
- Student Fellow 11: Yes, academically, Yes, emotionally, Yes, personally, Yes, professionally, Yes, socially
COMMUNICATION METHODS AND LEADERSHIP STYLES IN THE SFP

- Student Fellow 12: Yes, academically, Yes, emotionally, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 13: Yes, academically, Yes, emotionally, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 14: Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 15: Yes, academically, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 16: Yes, academically, Yes, professionally
- Student Fellow 17: Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 18: Yes, personally, Yes, professionally
- Student Fellow 19: Yes, academically, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 20: Yes, professionally
- Student Fellow 21: Yes, academically, Yes, emotionally, Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 22: Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 23: Yes, personally, Yes, professionally, Yes, socially
- Student Fellow 24: Yes, personally, Yes, professionally
- Student Fellow 25: Yes, socially

9. By being in The Honors College Student Fellow Program I believe that my communication skills with others improved. (LS)

**Answer Options:**
- Strongly Disagree (1) to Strongly Agree (5)

**Answer Results:**
- Student Fellow 1: 4
- Student Fellow 2: 5
- Student Fellow 3: 4
- Student Fellow 4: 4
- Student Fellow 5: 4
- Student Fellow 6: 5
- Student Fellow 7: 5
- Student Fellow 8: 4
- Student Fellow 9: 4
- Student Fellow 10: 3
- Student Fellow 11: 5
- Student Fellow 12: 5
- Student Fellow 13: 5
- Student Fellow 14: 5
- Student Fellow 15: 5
- Student Fellow 16: 3
- Student Fellow 17: 2
- Student Fellow 18: 5
- Student Fellow 19: 4
- Student Fellow 20: 3
10. As a Student Fellow, I communicated frequently with my Team Lead and team fellows. (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Student Fellow 1: 5
- Student Fellow 2: 5
- Student Fellow 3: 5
- Student Fellow 4: 4
- Student Fellow 5: 5
- Student Fellow 6: 5
- Student Fellow 7: 4
- Student Fellow 8: 5
- Student Fellow 9: 5
- Student Fellow 10: 5
- Student Fellow 11: 5
- Student Fellow 12: 5
- Student Fellow 13: 5
- Student Fellow 14: 5
- Student Fellow 15: 4
- Student Fellow 16: 4
- Student Fellow 17: 3
- Student Fellow 18: 4
- Student Fellow 19: 5
- Student Fellow 20: 2
- Student Fellow 21: 4
- Student Fellow 22: 4
- Student Fellow 23: 3
- Student Fellow 24: 3
- Student Fellow 25: 4

11. As a Student Fellow, I communicated frequently with other Team Leads and team’s fellows. (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)
12. By being in The Honors College Student Fellow Program I felt like a leader in the Honors community. (LS)

Answer Options:
- Strongly Disagree (1) to Strongly Agree (5)

Answer Results:
- Student Fellow 1: 4
- Student Fellow 2: 5
- Student Fellow 3: 4
- Student Fellow 4: 5
- Student Fellow 5: 3
- Student Fellow 6: 4
- Student Fellow 7: 3
- Student Fellow 8: 4
- Student Fellow 9: 4
- Student Fellow 10: 3
- Student Fellow 11: 5
- Student Fellow 12: 5
13. During my time as a Student Fellow I was also involved in other campus organizations/jobs (social, academic, professional, etc.) at Eastern. (MC)

Answer Options:
- No
- Yes, 1-2 other campus organizations/jobs
- Yes, 3-4 other campus organizations/jobs
- Yes, 5+ other campus organizations/jobs

Answer Results:
- Student Fellow 1: Yes, 1-2 other campus organizations/jobs
- Student Fellow 2: Yes, 3-4 other campus organizations/jobs
- Student Fellow 3: No
- Student Fellow 4: Yes, 1-2 other campus organizations/jobs
- Student Fellow 5: Yes, 3-4 other campus organizations/jobs
- Student Fellow 6: Yes, 1-2 other campus organizations/jobs
- Student Fellow 7: Yes, 3-4 other campus organizations/jobs
- Student Fellow 8: Yes, 1-2 other campus organizations/jobs
- Student Fellow 9: Yes, 3-4 other campus organizations/jobs
- Student Fellow 10: Yes, 1-2 other campus organizations/jobs
- Student Fellow 11: Yes, 1-2 other campus organizations/jobs
- Student Fellow 12: Yes, 1-2 other campus organizations/jobs
- Student Fellow 13: Yes, 1-2 other campus organizations/jobs
- Student Fellow 14: Yes, 1-2 other campus organizations/jobs
- Student Fellow 15: Yes, 1-2 other campus organizations/jobs
- Student Fellow 16: Yes, 1-2 other campus organizations/jobs
- Student Fellow 17: Yes, 3-4 other campus organizations/jobs
- Student Fellow 18: Yes, 1-2 other campus organizations/jobs
- Student Fellow 19: Yes, 3-4 other campus organizations/jobs
- Student Fellow 20: Yes, 5+ other campus organizations/jobs
- Student Fellow 21: Yes, 1-2 other campus organizations/jobs
- Student Fellow 22: Yes, 1-2 other campus organizations/jobs
14. Outside of being a Honors Student Fellow, I was involved in other Honors activities. Please check all that apply. (CB)

**Answer Options:**
- No
- Yes, classes
- Yes, events (academic, service, social)
- Yes, research
- Yes, other scholarships outside of my Student Fellowship

**Answer Results:**
- Student Fellow 1: Yes, classes, Yes, events (academic, service, social)
- Student Fellow 2: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 3: Yes, classes, Yes, events (academic, service, social)
- Student Fellow 4: Yes, classes, Yes, events (academic, service, social)
- Student Fellow 5: Yes, classes
- Student Fellow 6: Yes, classes, Yes, events (academic, service, social)
- Student Fellow 7: Yes, classes
- Student Fellow 8: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 9: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 10: Yes, classes, Yes, events (academic, service, social)
- Student Fellow 11: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 12: Yes, classes, Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 13: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 14: Yes, classes, Yes, research
- Student Fellow 15: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 16: Yes, classes
- Student Fellow 17: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
- Student Fellow 18: Yes, classes, Yes, events (academic, service, social), Yes, other scholarships outside of my Student Fellowship
- Student Fellow 19: Yes, classes, Yes, events (academic, service, social)
- Student Fellow 20: Yes, classes, Yes, events (academic, service, social), Yes, research, Yes, other scholarships outside of my Student Fellowship
○ Student Fellow 21: Yes, classes, Yes, research, Yes, other scholarships outside of my Student Fellowship
○ Student Fellow 22: Yes, classes, Yes, events (academic, service, social)
○ Student Fellow 23: Yes, classes
○ Student Fellow 24: Yes, classes
○ Student Fellow 25: Yes, events (academic, service, social)