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IN SEARCH OF A BREAK IN THE CLOUDS:

AN ETHNOGRAPHIC STUDY OF ACADEMIC AND

STUDENT AFFAIRS CULTURES

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ABSTRACT

This study investigates the cultures of the academic and student affairs divisions within one selective residential liberal arts institution. Specifically, the study investigates how faculty and student affairs personnel perceive their own and each other's roles as educators on the campus and how these perceptions influence the potential for collaboration between the divisions that will optimally benefit students.

During the last decade, a steady flow of research studies has called for educational reform relating to two core conceptual shifts in higher education. The first shifts the focus from teaching and instruction to student learning. The second shift calls for all institutional leaders and educators to imagine the college or university as a place that can create an integrated educational experience; one that breaks down institutional compartmentalization that contributes to a bifurcated conception of students' in- and out-of-class learning. As institutions re-evaluate their goals for the future, many aspire to create a learning-centered environment within an organizationally and programmatically seamless campus community. The goal is for students to develop an appreciation for the interconnectedness among components of their lives, strengthen their intellectual development, and cultivate a disposition toward life-long learning.

This ethnographic study explores the tension between academic and student affairs staff members' roles on campus by exploring people's perceptions that influence the potential for a synergistic relationship between the divisions. The research questions focus on how academic and student affairs staff members perceive their own and each other's roles as educators and how these perceptions influence their perspectives on cross-divisional collaboration. These research questions are important to consider because the calls to action in higher education invite faculty and staff to reevaluate their roles and consider ways to develop educational programs that

encourage students to become active and involved in their education while integrating their disciplinary and experiential lives. Given this charge, it is critical to consider the influence of institutional, divisional, and professional cultures on defining the role of the educator.

At Crossroads University [pseudonym], I immersed myself in the campus culture for a complete academic year employing a three-pronged approach to data collection (interviews, participant observation, and artifact analysis) in order to understand the institutional culture, the divisional cultures, and their interactions. I conducted 154 formal interviews with 96 faculty, administrators, and students, and observed roughly 250 separate meetings and events. Throughout this study, I engaged participants in continued dialogue about my findings, interpretations, and emergent themes. Crossroads provided a wealth of data that revealed that the institution was in the midst of a "perfect storm."

The "Crossroads Perfect Storm Model," introduced in this study, includes three "Storm Systems" (institutional leadership, academic affairs, and student affairs) colliding and creating a competitive and self-protective dynamic between the academic and students affairs divisions over the "Core Elements" (institutional mission and philosophy, resources as money, and resources as student time). Cultural drift and the campus ethos that have encouraged the divisions to operate largely independently of each other contribute to this perfect storm. At Crossroads, academic affairs staff members preoccupied themselves with the intellectual climate, a concern driven by a perceived attempt by student affairs to diminish "academic primacy." Student affairs professionals expressed concerns that faculty did not recognize their roles as educators. At the epicenter of the struggle is a debate over philosophies of education.

The Crossroads case presents a comprehensive collage of perspectives shared by faculty and staff that reveal underlying perceptions, biases, and stereotypes that influence people's

interpretation of the campus culture, climate, and staff members' roles within the organization. The Crossroads case analysis advocates that cross-divisional partnership should begin with meaningful and comprehensive intragroup and intergroup dialogue in order to examine people's roles, values, priorities, perspectives on student learning, and ultimately to discuss the areas where academic and student affairs staff can identify philosophical overlap. The strength of the partnership centers on self-awareness (through intragroup dialogue), understanding of the perspectives shared by members of the other division (through intergroup dialogue), and building meaningful relationships that can then facilitate the development of collaborative initiatives and the creation of a coherent and connected learning-centered campus.

This study provides an integrated model for understanding the interconnected relationships between institutional leadership, academic affairs, and student affairs and recommendations for designing a campus ethos where faculty and administrators are engaged with students as learners advancing a learning-centered approach to education. The implications for theory and practice revisit the debate between "the life of the mind," which favors an institutional culture and campus ethos that focuses on students' intellectual development in isolation of other non-disciplinary learning opportunities, and "educating the whole student," which calls for the development of a campus culture and ethos that cultivates a broader conception of learning. The Crossroads case explores a campus debate that informs researchers, practitioners, and graduate students of the various competing issues and perspectives of which they should be aware as they grapple with their own discussions and planning for a future in higher education where learning-centeredness is the goal.

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"Either I will find a way or I will make one."

The words above have helped guide me in my adult life and they have been particularly

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CHAPTER ONE
INTRODUCTION TO THE STUDY

The modern workplace is changing. It emphasizes more than in the past such skills as communicating effectively, understanding organizations' strategic goals and values, and learning to cooperate (Kezar, Hirsch, & Burack, 2001; Kuh, 1996a). The National Leadership Council for Liberal Education and America's Promise (LEAP) published in 2007 a report outlining the "aims and outcomes of a twenty-first-century college education" (p. 1). In this report, the authors pose a sobering rationale for reexamining education in the United States:

> In recent years, the ground has shifted for Americans in virtually every important sphere of life—economic, global, cross-cultural, environmental, civic. The world is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power. These waves of dislocating change will only intensify. The context with which today's students will make choices and compose lives is one of disruption rather than certainty, and of interdependence rather than insularity. (pp. 1-2)

Stated at the beginning of the report, this passage highlights the realities of today's global dynamics, which require American higher education to re-evaluate how it is preparing the next generation of citizens and leaders. Astin (1996), reflecting on the challenges of our modern society, framed the educative role of colleges and universities in the following manner:

> If we stop a moment to consider what the most critical problems of our society really are, they are at least as "affective" as they are "cognitive"….Certainly our colleges and universities bear some of the responsibility for preparing young people to deal constructively with such problems. (p. 124)

These calls for educational reform echo Dewey's perspective in the early 1900s. According to Ehrlich (1997):

> Dewey had two radical insights about U.S. society. One was that most citizens, not just an elite, can have a life of the mind. The other was that a life that is only of the mind is inadequate to the challenges of U.S. democracy. Our society requires civic engagement to realize the potential of its citizens and its communities. (p. 259)

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This study explores the perceptions held by personnel in academic affairs and student affairs that influence the potential for a synergistic relationship between the divisions that can advance a collegiate experience that educates students holistically as espoused by Astin and Dewey.

Today's students will be entering a workforce where job change will be common (LEAP, 2007). Workplace success requires employees to learn continually and to construct knowledge rather than acquiring it solely from a teacher (Baxter Magolda, 1998; Baxter Magolda, Terenzini, & Hutchins, 1999; Drucker, 1994; Twigg, 1995); local and global community issues, moreover, will require citizens' active engagement (Astin, 1996; Astin & Astin, 2000; Huber, Hutchins, & Gale, 2005). As a result, employers' expectations for college graduates have changed and students should anticipate receiving an education that prepares them to be successful in the global community. Colleges and universities have a responsibility to help students fulfill those expectations, and in support of this effort, Angelo (1997) states: "In the biggest of big pictures, if we're to cope with our planet's increasingly complex problems, we must educate highly effective team workers capable of making connections across all kinds of boundaries" (p. 4).

The LEAP National Leadership Council recommends that colleges and universities develop an educational experience that "intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges" (2007, p. 4). In a pivotal component of the report, council members urge educators to cultivate in students the skills and motivation to be "intentional learners" who can "integrate and apply" their learning. The implication of these recommendations is that an institution should model these values through widespread collaboration and interconnectedness across the many parts of a student's collegiate life. In the

words of the LEAP National Leadership Council, these "educational aims and outcomes…are needed in every area of human endeavor…[and] fostered across the entire educational experience" (p. 11). Institutions of higher education have responded to suggestions such as this by implementing a learning-centered approach to education, which some people describe as holistic learning (Terenzini, Springer, & Pascarella, 1993), integrative learning (Huber et al., 2005), or a seamless learning experience (Kuh, 1996a; 1996b).

Kuh's (1996a) integrative vision for education merges students' in- and out-of-class experiences so that they are "mutually supporting, thereby promoting higher levels of student learning" (p. 11). This approach seeks to rectify the condition that undergraduates' educational experience "has become too fragmented to prepare them for the complexities of today's world" (Huber et al., 2005, p. 4). In 2002 the American Association of Colleges and Universities (AAC&U) published *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, which has influenced all types of institutions of higher education. This document states that colleges and universities should make it possible for students to become "integrative thinkers who can see connections in seemingly disparate information…draw on a wide range of knowledge to make decisions…[and] adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities, or their personal lives" (p. 12). The Carnegie Foundation for the Advancement of Teaching and AAC&U partnered to focus specifically on integrative learning. They defined "integrative learning" as "connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and understanding issues and positions contextually" (as cited in Huber et al., 2005, p. 4).

The intent in developing a holistic educational experience is to strengthen learning in college and cultivate in students an appreciation and capacity for life-long learning that will benefit them long after graduation (Baxter Magolda, 1998). Students have had for generations a myriad of experiences in college that challenge them to develop intellectually and personally both inside and outside the classroom. The difference today, however, is that "connection-making has come to be recognized as an important learning outcome in its own right, not simply a hoped for consequence of the mix of experiences that constitute undergraduate education" (Huber et al., 2005, p. 5). A holistic and integrated approach to education provides students with the opportunity to see themselves as connection-makers, taking responsibility for their learning by both actively constructing and applying their beliefs. This type of student engagement, according to Baxter Magolda, is imperative in order to "counteract the authority dependence students have learned in traditional education" (p. 154).

For an institution to shift to a seamless or holistic approach, it is important for faculty and staff to reconceptualize what they do (Kuh, 1996a), "be intentional about pursuing integrative learning goals" (Huber et al., 2005, p. 6), and be willing to invite "students' experience, and ways of interpreting their experience, into the learning process" (Baxter Magolda, 1998, p. 154). Kuh states that the transition to this type of environment calls for a transformation in how faculty and staff think about education. This shift is reflected in the American College Personnel Association (ACPA) publication, *Higher Education Trends for the Next Century*, in which Komives (1999) writes that, as the emphasis on student learning broadens, postsecondary personnel are required to "reconceptualize who are campus educators" (p. 39). When faculty and staff on campuses begin to recognize the entire student experience as an interconnected web of mutually supporting opportunities for student growth, then opportunities for connections within a

major or between fields, between the curriculum and cocurriculum, or between academic

knowledge and practice will begin to reveal themselves.

Purpose of the Study

For a learning-centered, seamless educational experience to be successful, it is critical

that colleges and universities develop a sense of community between faculty and staff,

encouraging these groups to work together as educators with a common mission: to develop the

whole student through both their in- and out-of-classroom experiences. This study investigates

the academic and student affairs cultures within one selective residential liberal arts institution,

Crossroads University [pseudonym]. Specifically, the study addresses how faculty and student

affairs personnel perceive their own and each other's roles as educators on their campus and how

these perceptions influence the potential for collaboration between the divisions and the potential

to develop a holistic educational experience for students.

Research Questions

The following research questions guided the design, fieldwork, and analysis of this study:

1. How do the organizational and cultural characteristics of the academic and student affairs

    divisions minimize or create barriers that impede faculty and staff from cooperating as

    educators?

    a. What do faculty and academic affairs administrators perceive to be their role as

        educators on campus?

    b. What do student affairs administrators perceive to be their role as educators on

        campus?

    c. What do members of each division perceive to be the role of members of the other

        division in terms of the institution's educational mission?

2. How do academic and student affairs cultures nurture or inhibit a partnership between the two divisions?

    a. What are academic and student affairs personnel's perspectives on creating partnerships between the divisions?

    b. Are there barriers impeding potential partnerships between the divisions?

    c. If barriers exist, how can they be eliminated?

Significance of the Study

This study provides empirical evidence in an area dominated by personal opinions and viewpoints; it explores the experiences of *both* student affairs and academic affairs personnel; it delves deeply into the factors that influence the roles of academic and student affairs on campus; it focuses on an institution poised for change but struggling with fragmentation; and it employs methods that provide access to rich, detailed data that allow readers to evaluate the case in terms of its transferability to other sites. This study provides a three-dimensional perspective on the experiences of faculty and staff within one community. Using qualitative methodology, I explore the intricacies of the relationships that can play a role in successfully creating or impeding change on campus. The study offers insight into the cultural characteristics of academic and student affairs divisions in terms of the way faculty and staff perceive the role of the educator and how the potential for a partnership is influenced.

This study expands the current literature regarding barriers to academic and student affairs collaboration. Although abundant material suggests a variety of factors that can impede collaboration, much of this literature consists of personal accounts, opinions, and perspectives on the apparent conflicts between the divisions. Furthermore, the research has been written largely from the perspective of student affairs professionals with little attention paid to faculty points of

view. Understanding the dynamics between the divisions is essential in developing a holistic educational approach: Martin and Murphy (n.d.) state that issues surrounding "cross-cultural communication" between the divisions are "most worthy of focused deliberation and continuing research" (p. 11).

I studied the perspectives of both student affairs professionals and faculty in one setting in order to obtain a comprehensive view of how the participants made meaning of their experience. The ethnographic approach allowed me to delve beneath the surface information characteristic of survey research. My study is also broader than the narrowly focused studies that explore a particular institutional program or initiative. A thorough understanding of the institutional culture can reveal conflicting cultural elements, help explain resistance to change, and expose past influences on current practice (Masland, 1991). As Masland states, "although organizational culture is difficult to identify and study, it is worth the effort. Further investigation of organizational culture is needed to uncover its specific influence on the college and university campus" (p. 124).

This study investigates the inner workings of an institution perceived to be fragmented, particularly with regards to academic and student affairs operations; members of this institution, nonetheless, are looking for ways to develop an increasingly collaborative environment. The study uncovers obstacles critical to understanding as one prepares for change (Kezar, 2001a). Before an institution can develop initiatives requiring collaboration between the divisions, institutional leaders need to understand the subcultures and the existing underlying relationship between the divisions. Rhoads and Tierney (1992) explain that "the point of viewing organizations as cultures is that *every aspect* of the institution is *woven together* in some way. Those administrators who understand the fabric of the institution are in a better position to lead"

(p. 48, italics in original). This research informs practitioners of the varying influences within student affairs and academic affairs that need to be taken into account as institutions seek to collaborate across divisions.

Although the study focuses on one case, Crossroads University is not idiosyncratic in terms of the types of financial, organizational, and cultural issues it faces. Other institutions may respond to these issues differently, but the conflicts and pressures that institutional leaders, faculty, and staff confront are consistent with nationally recognizable struggles in higher education. This narrative provides a thorough description of Crossroads in order for the reader to gain insight into the factors that can be explored and potentially adapted to understand other settings. This approach to qualitative research writing is consistent with what Stake and Trumbull (1982) call *naturalistic generalization*. The goal is to provide readers with enough information about the case so that they can create a framework for understanding how to evaluate the state of affairs on other campuses. The narrative is intended to stimulate personal reflection and discussion with colleagues about the emergent themes within the case.

CHAPTER TWO
LITERATURE REVIEW

This literature review includes four parts. Part I presents material specific to student

learning, including philosophies and approaches to facilitating student learning, how and where

students learn, and the importance of community in the learning process. Part II delves into

topics relating to institutional fragmentation, how it limits the potential of colleges and

universities, and why collaboration between academic and student affairs remains a goal in

higher education today. Part III introduces perspectives on institutional context and how people

can, through cultural understanding, make meaning of institutional values and direction, in

addition to clarifying professional roles and responsibilities. Lastly, Part IV examines the

challenges and potential inherent in connecting staff in academic and student affairs.

Part I – Student Learning

As institutions re-evaluate their goals for the future, many are striving to create a

learning-centered environment within a seamless campus community. The Pennsylvania State

University Faculty Senate, for example, released in 2000 its *Vision for the Learning*

Environment, which states:

> We envision a Penn State where faculty and students are continually engaged in
> intellectual activity, where learning is so thick in the air it is palpable and where
> knowledge and understanding are explored everywhere, in classes, in residence halls and
> outdoor common areas, in seminars, films, lectures, debates. (Penn State Faculty Senate,
> the vision of a vibrant learning culture section, para. 1)

This statement exemplifies Kuh's (1996a), description of a seamless learning environment, one

in which a college campus strives to be a "tapestry of previously unconnected experiences

carefully stitched together by policies and practices" (p. 11) and allows students to merge their

in- and out-of-class learning. Astin (1993a, 1993b), Pascarella and Terenzini (2005), and Tinto

(1987) support the seamless learning approach, for their research demonstrates that students'

whole collegiate experience provides a platform for learning. Students' intellectual and social integration plays a key role in their satisfaction, persistence, and learning.

In addition to enhancing student learning, a holistic approach to undergraduate education can also yield a greater sense of community and connectedness for students. A challenge facing institutions of higher education is that many students arrive at the gates of colleges and universities already feeling overwhelmed and already in personal crisis (Levine & Cureton, 1998; Marano, 2004). Levine and Cureton describe that for many students "withdrawal is easier and less dangerous than engagement" (p. 96). Yet, overall, the millennial generation is one that favors social engagement and seeks connectedness and group activity (Howe & Strauss, 2000). Given the varying needs of students, it is critical to understand how faculty and administrators can develop a learning-centered education that capitalizes on all of its resources to provide a rich educational platform for students that also strengthens their sense of connectedness and value within the campus community.

Paradigm Shift in the Educational Approach

In *Pedagogy of the Oppressed* (2006 [1970]), Paulo Freire addressed the pitfalls of focusing too heavily on faculty instruction at the expense of student learning. He said that this imbalance "turns [students] into 'containers,' into 'receptacles' to be 'filled' by the teacher. The more completely [the teacher] fills the receptacles, the better a teacher is, the more meekly the receptacles permit themselves to be filled, the better students they are" (p. 72). In 1995, *Change* published Robert Barr and John Tagg's article, "From Teaching to Learning—A New Paradigm for Undergraduate Education." Barr and Tagg revisit this balance between instruction and learning in what has become the most frequently cited article in *Change's* history (Fear et al., 2003). The article begins:

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A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce learning. This shift changes everything. It is both needed and wanted. (p. 13)

Barr and Tagg's (1995) article, together with previous literature on student learning, influences reports such as those discussed in the introduction (e.g., *Greater Expectations*, *College Learning for the New Global Century*) and the most recent calls to action by the national associations for student affairs personnel, National Association of Student Personnel Administrators (NASPA), and American College Personnel Association (ACPA). These publications include *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (Keeling, 2004) and *Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience* (Keeling, 2006). They urge institutions to apply what is known about learning in order to provide students with a holistic and integrated collegiate education. The purpose of *Learning Reconsidered* (Keeling, 2004), for example, is defined as:

An argument for the integrated use of all of higher education's resources in the education and preparation of the whole student. It is also an introduction to new ways of understanding and supporting learning and development as intertwined, inseparable elements of the student experience. It advocates for transformative education—a holistic process of learning that places the student at the center of the learning experience. (p. 3)

This approach to education requires a paradigm shift such as the one proposed by Barr and Tagg. With student learning at the center of institutional work, the opportunities for learning will expand beyond the traditional classroom instructional setting. Implementing a learning-centered approach requires all educators in and out of the classroom to pay close attention to the knowledge, skills, and attitudes learners bring with them, as well as the context within which the learning is taking place (Bransford, 2000).

Barr and Tagg (1995) argue that, in the interest of supporting what they call the "Instruction Paradigm," institutions more typically develop "complex structures" to formalize and account for the process of delivering instruction rather than ensuring student learning. They use an intriguing analogy to explain their point: "To say that the purpose of colleges is to provide instruction is like saying General Motors' business is to operate assembly lines or that the purpose of medical care is to fill hospital beds" (p. 13). A college or university governed by the learning paradigm no longer "mistakes a means for an end" by making instruction or teaching a college's purpose. Instead, it coordinates a holistic cross-institutional effort to create powerful learning environments where students "discover and construct knowledge for themselves" and where they see themselves as members of "communities of learners that make discoveries and solve problems" (p. 15).

The authors contrast the "Instruction Paradigm" with the "Learning Paradigm." A selection of these contrasted characteristics follows (adapted from Fear et al., 2003):

- Institutional mission and purpose (from delivering instruction to producing learning)
- Criteria for success (from producing student credit hours to achieving student learning outcomes)
- Teaching-learning structures (from organizing classes in 50-minute lecture blocks to having flexibly structured learning arrangements)
- Learning theory (from viewing students as passive recipients to encouraging them to be active knowledge constructers)
- Productivity and funding (from focusing on inputs, such as enrollment size, to focusing on outcomes, such as student learning)

- Nature of roles (from declaring faculty and staff as knowers and students as knowledge recipients to reframing all involved as learners)

Pascarella and Terenzini (2005) state that the research on learning (which will be reviewed in the following section) reveals how educational approaches that are characterized by the "teacher-centered and teacher-directed paradigm are, if not flawed, at least incomplete and demonstrably less effective than other approaches to education" (p. 646). Pascarella and Terenzini argue that the lecture method, widely acknowledged for its efficiency, should be complemented with additional approaches that can be more effective. They state that "with striking consistency, studies show that innovative, active, collaborative, and constructivist instructional approaches shape learning more powerfully, in some forms by substantial margins, than do conventional lecture-discussion and text-based approaches" (p. 646). In addition, the effectiveness of student learning will increase only "at the margins" (p. 647) unless students' out-of-class experiences are integrated into the traditional educational program.

How and Where Students Learn

Discussing the reorganization of educational practice to focus on learning, Ewell (1997) says that too often initiatives for change are done piecemeal and are "particularistic movements" (p. 3) rather than those that cut "across all aspects of campus functioning" (p. 3). Similar to Barr and Tagg (1995), Ewell appeals to people across campus to gather and participate in deep, well-informed discussions about learning. More than 20 national study groups have published reports in the past two decades calling for colleges and universities to reform their educational approaches so that student learning is put first (Schroeder, 2003a). Two ASHE-ERIC reports, *Student Learning Outside the Classroom: Transcending Artificial Boundaries* (Kuh, Douglas, Lund, & Ramin-Gyurnek, 1994) and *Enhancing Student Learning: Intellectual, Social, and*

Emotional Integration (Love & Love, 1995), which review and evaluate research findings and theoretical models, ultimately advocate a holistic approach to designing undergraduate education so that intellectual, social, and emotional aspects of learning are integrated (Newton & Smith, 1996). Student learning along these dimensions is part of one process that increases students' cognitive understanding, sense of self, personal maturity, and interpersonal effectiveness (King & Baxter Magolda, 1996). Developing a rich learning environment is deeply complex and many of the points Ewell and others raise related to student learning informs the context of this study.

Students as Active Participants, not Receptacles

Ewell (1997) reviews what is known about learning as a result of research in the field of cognitive science. He explains that "the learner is not a receptacle of knowledge, but rather creates his or her learning actively and uniquely" (p. 4). Students participate in a creative process as they develop an understanding of what they are learning. "Learning," he says, "is about making meaning for each individual learner by establishing and reworking patterns, relationships, and connections" (p. 4). Ewell's review of some of what is known about learning is consistent with the research done by Barr and Tagg (1995), as well as that performed by Brown and Duguid (1993), who advocate a shift away from the transmission of knowledge, where the prevailing notion is that students will acquire what teachers have, to one where learning is "part of an inevitably unfinished, but continuous process that goes on throughout life" (p. 11). An experiential or constructivist approach to education provides faculty and staff with the opportunity to help students make connections across all aspects of their personal, out-of-classroom, and in-classroom experiences. The goal is for students to develop an appreciation for the interconnectedness between components of their life that then ideally fuels a disposition toward life-long learning beyond the academic realm (Baxter Magolda, 1998; Brooks, 1990; Fry

& Kolb, 1979). In these cases, students are not waiting to learn from somebody; instead, they

are willing and able to construct knowledge on their own while making meaning of their

experiences (Baxter Magolda; Baxter Magolda et al., 1999; Brooks). Fry and Kolb argue that:

> Typically, we view education as a problem of helping learners to acquire or specialize
> their learning styles and to attain performance-level competencies. Yet equally important
> is the role of educational programs in fostering lifelong learning and the integration of
> disparate learning modes to foster individual growth and development. (p. 91)

This approach explains why a seamless learning environment can be powerful. The alternative,

according to Shor (1993), is the traditional classroom in which students develop "authority-

dependence" and "rehearse their futures as passive citizens and workers by learning that

education means listening to teachers tell them what to do and what things mean" (p. 29). To be

successful as local and global citizens, students should be skilled in learning actively,

independently, and collaboratively.

Elements of a Learning-Centered Approach

In designing a learning-centered educational program, three principles are important to

consider: 1) the existence of students' "multiple intelligences" (Baxter Magolda et al., 1999), 2)

the need to engage students in the knowledge construction process (Baxter Magolda, 2000), and

3) the importance of providing a supportive environment to facilitate student learning (Baxter

Magolda; Ewell, 1997).

Multiple intelligences.

Baxter Magolda et al. (1999), reflecting on work done by Gardner (1983), state that it is

essential to "recognize and respond to the fact that 'intelligence' is not unidimensional, that

people (including students) have 'multiple intelligences,' including, for example, linguistic,

logical-mathematical, spatial, bodilykinesthetic, musical, interpersonal, intrapersonal, and

naturalist 'intelligences'" (p. 21). Extending intelligence beyond the cognitive to include the

affective, social, and artistic spheres recognizes that students' cognitive development and

personal development are intertwined and helps validate a holistic picture of learning (Baxter

Magolda et al., 1999). In a 1996 article, Baxter Magolda argues that cognitive learning and

personal development is a false dichotomy manifested in the institutional structures that have

historically divided the curriculum between classroom learning, focusing on cognitive

development, and the cocurriculum, focusing on personal and affective development.

Student knowledge construction.

Learning is facilitated when stimulation through experience is paired with reflection;

"lasting cognitive connections requires considerable periods of reflective…activity" (Ewell,

1997, p. 4). Ewell further explains that students must be provided the opportunity to think for

deep learning to occur. Engaging students in the reflective process relates to Baxter Magolda's

(2000) work on self-authorship, which focuses on the need to validate students as "knowers" so

that they consider themselves capable of knowledge construction. A key component to self-

authorship is "situating learning in their own experience" because it "begins the knowing process

from a vantage point they understand" (p. 154). Baxter Magolda advocates a holistic approach to

education because she feels students learn most effectively when they can weave together the

cognitive, intrapersonal, and interpersonal components of their lives as they make sense of new

information and experiences.

From a faculty or staff perspective, educating holistically means recognizing that

students' "backgrounds, unique experiences, and developmental journeys mediate learning"

(Baxter Magolda, 2000, p. 93). In turn, faculty and staff must be willing to be not the "sage on

the stage," but instead a partner with students, sharing information with them, learning from

them, and listening to them "to understand the multiple layers of their identity development" (p.

93). This approach, which she calls "relational pedagogy," promotes student cognitive

development "by welcoming students' current ways of thinking yet simultaneously encouraging

more complex thinking"; it advances intrapersonal development "by the increasing confidence in

oneself that comes from being validated as a knower"; and it fosters interpersonal development

by allowing students mutually to construct meaning with peers (Baxter Magolda, 1996).

Faculty and staff supporting students.

Ewell (1997) and Baxter Magolda (2000) emphasize that learning occurs best in a context

with positive interactions and personal support. Ewell explains that "effective learning is social

and interactive" (p. 5), and as a result learning situations should provide "direct personal support

for manageable risk taking" as well as "frequent opportunities for peer interaction and feedback"

(p. 5). Baxter Magolda elaborates on this point by explaining that student support is critical in the

process of shifting from an instructor-focused to a learner-centered approach because "moving

from external definition means leaving the safety of one's beliefs and identity defined by others

to the responsibility of making those choices oneself" (p. 97). The need for support and

partnership in knowledge construction can be met by educators across campus through varied

media that provide opportunities for connection and mentorship.

Student Learning through Involvement

Research demonstrates that the more students feel integrated into the campus community,

academically and socially, the more likely they are to learn intellectual skills effectively and to

develop psychosocially (Astin, 1984; Tinto, 1997a, 1997b). The Study Group on the Conditions

of Excellence in American Higher Education (1984) emphasized how student involvement

contributes to their learning and personal development:

> Perhaps the most important [condition] for improving undergraduate education is
> student involvement….The more time and effort students invest in the learning

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process and the more intensely they engage in their own education, the greater will be their growth and achievement, their satisfaction with their educational experiences, and their persistence in college, and the more likely they are to continue their learning. (p. 17)

Astin (1984) defines "involvement" as "the quantity and quality of the physical and psychological energy that students invest in their college experience" (p. 307). Much responsibility rests with students themselves to actively take the steps to engage with faculty, staff, and peers, but faculty and staff also play a significant role because they design the opportunities for students to connect with each other and with adults on campus (Terenzini, 1999; Terenzini & Pascarella, 1994).

A component of this involvement relates back to the paradigm shift discussed earlier. Approaching the design of the educational program from a Learning Paradigm perspective puts the student, as learner, in the center of the educational planning and development process. When applying a learning-centered approach to education, faculty and staff partner with students in knowledge construction, encourage them to reflect on their experiences, and, overall, engage students as active participants rather than passive recipients (Baxter Magolda, 2000; Cross 1996; Terenzini, 1999). The result, according to Terenzini, is that an active, stimulating learning environment generates higher levels of brain activity.

Involvement is critical in four-year institutions, particularly within the first year of college (Tinto, 1998). Many of the suggestions posed by studies that promote the need for increased student involvement focus on merging students' in-class and out-of-class experiences (Astin, 1984). As a result, some colleges and universities have begun to enhance their academic programs in ways that support students in all facets of their collegiate experience (Zeller, Hinni, & Eison, 1989). One example is learning communities, which at many campuses has merged the academic and residential programs (Tinto, 1997a, 1997b). Strategies that actively involve

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students in ways that link and mutually support their academic, interpersonal, and extracurricular involvements will yield the greatest potential for student engagement and, as a result, opportunities for cognitive and developmental change during their collegiate experience (Pascarella & Terenzini, 2005).

Continuous and Connected Learning

Each person's "mental models" (Senge, 1990b, p. 9) guide one's thinking and meaning-making in a given situation, and each student is developing these models all the time—both formally and informally. Some learning is explicit and some is implicit as individuals interact with their environment, responding to "a range of 'cues' given by peers and mentors" (Ewell, 1997, p. 4). The fact that learning is taking place all the time makes it imperative that institutions capitalize on all their resources to take advantage of "every available setting as an opportunity for learning" (p. 4). The ASHE-ERIC reports mentioned earlier support the need for cross-divisional collaboration to capitalize on the overlap between in- and out-of-class learning. Institutions should dissolve the traditional division of labor between faculty (intellectual development) and student affairs (social and emotional development), acknowledging that "intellectual development does not happen exclusively in the class and that social and emotional development does not happen exclusively out of class" (Love & Love, 1995, p. 6). In fact, as Ewell puts it, "Synaptic connection making occurs constantly and not just in formal 'learning' situations" (p. 4).

Pascarella and Terenzini (2005), in their second volume of *How College Affects Students*, note that the research since 1990 shows "the broad scope of the dimensions of students' lives that change with exposure to college" (p. 628). They identified many student outcomes attributed to college exposure, including academic and cognitive, psychosocial, attitudes and values, career

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and economic, and quality of life. Most importantly for the purpose of this study, they state that "the evidence strongly suggests that these outcomes are interdependent, that learning is holistic rather than segmented, and that *multiple forces* operate in *multiple settings* to shape student learning and change in ways that cross the 'cognitive-affective divide'" (p. 629, italics in original).

Terenzini, Springer, Pascarella, and Nora (1995a) found evidence that "students' academic and nonacademic experiences both separately and *jointly* shape student learning" (p. 40, italics in the original). For example, gains in critical thinking result from out-of-classroom experiences at a magnitude comparable to gains from the classroom academic experience, which is often characterized as the sole setting where cognitive development is cultivated (Kuh, 1993; Terenzini, Springer, Pascarella, & Nora, 1995b). In addition, the out-of-classroom experience significantly influences students' intellectual curiosity and interest in learning (Terenzini et al., 1993). A literature review of studies examining the effects of the out-of-class experience on cognitive development and learning reveals that these experiences are "far more influential in students' academic and intellectual development than many faculty members and academic and student affairs administrators think" (Terenzini, Pascarella, & Blimling, 1996). Baxter Magolda (1996) argues that it is a false dichotomy to separate student curricular and cocurricular outcomes and goals. Students' academic and cognitive development occurs outside the classroom as well as inside, and psychosocial development can derive from or be amplified as a result of experiences inside the classroom as well as outside it (Kuh; Pascarella & Terenzini, 2005).

The research that Pascarella and Terenzini (2005) review supports empirically the proposition that two processes are happening related to holistic learning. The first is that "change

in one outcome area (e.g., academic and cognitive, psychosocial, attitudes and values, career and economic, quality of life) appears to be accompanied by alterations in other dimensions of students' lives" (p. 629). Second, "change in any given area appears to be the product of a holistic set of multiple influences, each making a distinct, if small, contribution to change" (p. 629). Students' in- and out-of-class lives are "interconnected components of a complex process shaping student change and development" (p. 629) and "learning is bound neither by time nor place" (p. 645).

Organizational Implications of Learning Research

Kuh, Schuh, and Whitt (1991) estimate that "two-thirds of a college student's waking hours are devoted to activities other than attending class and studying" (p. xi), and Wilson (1966) projected that 70 percent of student learning emerges from experiences outside of the classroom. Learning does not stop when students walk out of the classroom. The Kellogg Commission on the Future of State and Land Grant Universities (2000) states that institutions of higher education must focus on integrating into the learning experience the out-of-classroom "hidden curriculum" (p. 22). Baxter Magolda (1996) supports this recommendation:

> [Students] cannot be expected to connect the cognitive, intrapersonal, and interpersonal dimensions of their adult lives if their education has led them to believe these dimensions are unrelated. It is clear – and it has been for some time – that our current approach to bifurcating the cognitive and affective dimensions of learning does not work. (p. 21)

These studies suggest that colleges and universities need to examine how they organize themselves and structure students' learning experiences so that they have the opportunity to participate in an educational program that acknowledges students' "multiple intelligences," engages them as active participants in knowledge construction, and capitalizes on the concurrent learning occurring in and out of class. Terenzini et al. (1995b) succinctly declare that "ways must

be found to overcome the artificial, organizational bifurcation of our educational delivery

systems" (p. 36). This view appears consistently throughout the literature (Astin, 1996; Baxter

Magolda et al., 1999; Kellogg Commission, 2000; Kuh, 1996a; Pascarella & Terenzini, 2005;

Schroeder, 1996; Schroeder & Hurst, 1996; Terenzini, 1999; Terenzini et al., 1996).

The Value in Community

Increased interconnectedness across the campus community is an important byproduct of

enhancing the educational experience for students by minimizing the "bifurcation of our

educational delivery systems" (Terenzini et al., 1995, p. 36). Cross-divisional collaboration can

capture the potential in the missed opportunities to support students' educational and

psychosocial development, while also providing personal and professional benefits for faculty

and staff. Wolf-Wendel and Ruel (1999) argue that "American higher education has invested too

much energy in chasing the ideal college student and not enough energy in creating the ideal

college" (p. 44). They appeal for attending to students' personal development by examining the

sense of community on campus.

Americans' need for a sense of community and belonging has been pervasive throughout

American culture dating back to the early colonies. In *Democracy in America*, Alexis de

Tocqueville speaks about the American obsession with organizing into affinity groups:

"Americans of all ages, all stations of life, and all types of disposition are forever forming

associations" (1966 [1848], p. 485). One of the preeminent American associations capable of

developing a sense of community is the college or university. The task for all campus

constituents is to strengthen students' sense of belonging to their association and to the campus

community (Caple, 1996). Gardner (1989) highlights the value of community in saying, "We

know that where community exists it confers upon its members identity, a sense of belonging,

and a measure of security….Communities are the ground-level generators and preservers of values and ethical systems. The ideals of justice and compassion are nurtured in communities" (p. 73).

Community development is particularly important because today's generation of students "are gravitating toward group activity" (Howe & Strauss, 2000, p. 8) and are looking for ways to connect with the people around them. However, an increasing number of students of this generation struggle with connection and withdraw rather than engage (Harward, 2007a, Levine & Cureton, 1998). Marano (2004) discusses her concerns with student disengagement, which is reflected in what she calls the "fragility factor":

> College, it seems, is where the fragility factor is now making its greatest mark. It's where intellectual and developmental tracks converge as the emotional training wheels come off. By all accounts, psychological distress is rampant on college campuses. It takes a variety of forms, including anxiety and depression—which are increasingly regarded as two faces of the same coin—binge drinking and substance abuse, self-mutilation and other forms of disconnection. The mental state of students is now so precarious for so many that, says Steven Hyman, provost of Harvard University and former director of the National Institute of Mental Health, "it is interfering with the core mission of the university." (pp. 61-62)

The diverse needs that students bring to campus, whether it is their desire for connectivity or their inclination toward disconnectedness, calls on faculty and staff to identify ways in which students' sense of community and their engagement can be enhanced (Harward; Taub, 1998).

"Relational pedagogy" advanced by Baxter Magolda (1996) depends on connectivity and mutual support. Educators and students become partners in the learning process, which is related to Schlossberg's (1989) work on community because it emphasizes the importance of acknowledging the active role students play within the campus community. Schlossberg states that a strong campus community develops when students feel they matter. For students to identify with an institution, they need to feel a connection to it through improved relations with

peers, faculty, and staff. Schlossberg further clarifies this notion, stating that "involvement also creates an awareness of our mutual relatedness and the fact that the condition of community is not only desirable but essential to human survival" (Schlossberg, p. 6). To better understand this concept, one should consider the terms "marginality" versus "mattering," which Schlossberg presents, and ask whether a campus community could be created that would allow all students to find a place of involvement and feel a sense of importance.

Schlossberg's (1989) work has shown that people in transition often feel marginal and that they do not matter. This is particularly poignant for many college students as they struggle with identity formation. It is the task of the college to help students transition from wondering whether they belong to considering themselves significant members of the campus community. This occurs when students feel that others depend on them, are interested in them, or are concerned with their fate (Rosenberg & McCullough, 1981). In a review of the literature on conditions that foster student success in college, Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) found that students who belong to an affinity group, have developed a meaningful relationship with professors or staff members, or are deeply involved in activities are more likely to be committed to the institution and their academic responsibilities.

Institutions might ask themselves whether their policies, practices, and classroom and cocurricular activities lead students, faculty, and staff to feel that they are connected and that they matter. Campuses that focus on these issues are built on a foundation that values community. The significance of "associations," as described by Tocqueville (1966[1848]), has direct implications on the collegiate experience, because as students integrate themselves into the campus culture, they and the institution gain through an increased sense of community, building

of loyalties, and strengthening of the educational experience. Within a strong community, students will develop academically and socially.

The research and literature on student learning and the value of a strong sense of campus community serve as the foundation for this study. The benefits of learning in community provide the rationale for institutions of higher education to further explore the roles of academic and student affairs divisions and the opportunities for working together to meet the goals espoused in institutional missions. University leadership, faculty, and staff should be attentive to designing experiences that "produce learning with every student by whatever means works best" (Barr & Tagg, 1995, p. 13). Additionally, "by developing community both inside and outside the classroom, an institution fosters a stronger sense of mattering among students, faculty, and student personnel" (Zeller et al., 1989, p. 49). A college can positively influence the sense of campus community by integrating academic affairs and student affairs, thus significantly improving students' educational experience and the effectiveness of the work of those employed by the institution.

Part II – Institutional Fragmentation and Cross-Divisional Collaboration

In *Living with Myths: Undergraduate Education in America*, Terenzini and Pascarella (1994) pose the challenge before higher education to move beyond the status quo:

> Organizationally and operationally, we have lost sight of the forest. If undergraduate education is to be enhanced, faculty members, joined by academic and student affairs administrators, must devise ways to deliver undergraduate education that are as comprehensive and integrated as the ways that students actually learn. A whole new mindset is needed to capitalize on the interrelatedness of the in- and out-of-class influences on student learning and the functional interconnectedness of academic and student affairs divisions. (p. 32)

Research on student learning suggests that faculty and staff need to reevaluate how institutions are structured and organized, as well as how policies dictate day-to-day operations. A shift to a

holistic, seamless, collaborative learning environment requires risk-taking on the part of faculty and staff because, until this point in the history of higher education, campus cultures have emphasized separateness. As institutions grew more complex, divisions have specialized and, as a result, institutions have become increasingly fragmented in "functional silos" (Schroeder, 1996, p. 2). Clark (1980) describes this phenomenon as a movement from an "integrated academic culture" to "the many cultures of the conglomeration" (p. 25, as cited in Masland, 1991, p. 124).

The Widening Gap Between Academic and Student Affairs

In 1890, Harvard College President Charles Eliot hired a young, popular English professor, LeBaron Russell Briggs, to serve as a "student dean." Eliot sought to create this role because he did not have the time to connect regularly and directly with students as he worked to transform the college into a university, nor did he want to handle student disciplinary matters. In addition, faculty were increasingly focused on scholarship and were not interested in being involved in students' day-to-day lives. Someone was therefore needed "to look after the undergraduates" (Sandeen, 2004, p. 30). As the student dean, Briggs believed that his work was an integral part of students' education and, as colleges followed Harvard's lead, the field of student affairs developed with, according to Sandeen, the core goal of educating the whole student.

As the United States population grew and access to higher education expanded, colleges and universities rapidly became more complex, forcing institutions increasingly to divide tasks. Zemsky, Wegner, and Massy (2005) introduce the concepts of "administrative lattice" and "academic ratchet" to describe the emerging tension and unproductive competition for resources between academic and administrative units between 1940 and the end of the twentieth century. During this period of time, institutions expanded their administrative staffs and, as a result, "an

extension of the scale and scope of the administrative lattice was growing, much like a

crystalline structure, to incorporate ever-more elaborate and intricate linkages within itself" (p.

20). These administrative structures established an increasingly important role in the daily

operations of institutions. They defined their own goals, and justified their growth with evidence

of their initial successes on campus. Zemsky and his colleagues explain that "the result was a

proliferation of increasingly independent agencies, each competing to be the best at delivering its

administrative specialty" (p. 22). Rather than "growth by substitution," institutions continued to

add more administrative functions in their pursuit of continued improvement, which led to

faculty becoming "an important minority" (p. 24).

Simultaneously the "academic ratchet" led faculty members to increasingly disengage

from their home institutions as they began to define their roles in terms of "the more specialized

concerns of research, publication, professional service, and personal pursuits" (Zemsky et al., p.

25). Zemsky et al. make clear that "faculty everywhere understood that professional status

depended as much, if not more, on one's standing within a discipline as on one's role as a master

instructor within an increasingly complex institution" (p. 26). This led faculty members to

disengage from the broader campus community which then justified the continued development

of administrative units that serve to perform tasks formerly assigned to faculty.

For example, student affairs expanded to help coordinate the many initiatives and

services needed for the growing college population. The central role of student affairs began as a

"supporting role to the main actors in the classroom and functioned almost entirely outside the

formal classroom" (Caple, p. 33). As faculty became more specialized and discipline-centered,

they were no longer responsible or rewarded for time spent with students outside the classroom.

Over time, student affairs divisions have taken over more of the out-of-classroom roles with

students, and student affairs culture has differentiated itself from that of the faculty to the extent that it is not unusual for the two divisions to compete with each other (Kellogg Commission, 2000). As Caple states, "The result was a dualism in institutions of higher learning viewed as in-class and out-of-class activity" (p. 33).

All types and sizes of institutions of higher education have experienced a fractionalization of the campus. Terenzini and Pascarella (1994) emphasize that the "bureaucratization of collegiate structures is a creature of administrative convenience and budgetary expedience. It surely has not evolved from any conception of how students learn, nor is it supported by research evidence" (p. 32). Institutional complexity has led to the "loss of unified institutional efforts to achieve learning experiences and outcomes for students" (Caple, 1996, p. 34). Boyer (1987) found that "a great separation [exists]—sometimes to the point of isolation—between academic and social life on campus" (p. 5). The organizational design and cultural influence that create the isolation between academic and student affairs unfortunately "institutionalizes academic learning as if it were apart and separate from the development of self and personality" (Guarasci, 2001, p. 102). The Kellogg Commission's 2000 report uses a mining metaphor to characterize the overall institutional fragmentation present in today's colleges and universities:

> Organizationally, we have created an intellectual landscape made up of mine shafts, where most of the mineworkers are intent on the essential task of deepening the mine without giving much thought to the need to build corridors linking the shafts (and the miners). (p. 12)

The result is the development of several separate cultures, each with its own subcultures.

The Rationale for Closing the Gap Between the Divisions

Institutions engaged in developing a holistic, learning-centered approach require faculty members and academic and student affairs administrators to work together to develop common

learning goals so that educational programs are no longer isolated and competing with each other

(Guarasci, 2001). Developing shared goals opens "the possibility for approaching both our

students and the learning process comprehensively and holistically" (Guarasci, p. 102). The void

between the divisions should be filled (Murphy, 1989) and the objective should no longer be

simply to coexist (Hirsch & Burack, 2001). The goal is to create the ideal community, which

Katz (1987) describes as:

> A community of persons united by collective understandings, by common and communal
> goals, by bonds of reciprocal obligation, and by a flow of sentiment which makes the
> preservation of the community an object of desire, not merely a matter of prudence or a
> command of duty. (p. 179)

According to Boyer (1987) and his study group, "the college of quality remains a place where

the curricular and cocurricular are viewed as having a relationship to each other" (p. 195).

In designing a learning-centered campus culture, both divisions need each other. Students

learn the most when content is positioned in a context that is real and meaningful for them

(Pizzolato & Ozaki, 2007; Terenzini, 1999). Rather than leaving it to students to contextualize

for themselves abstractions and principles in real world situations, praxis can be designed as part

of the educational process through collaborative work between academic and student affairs.

Students already consider their lives outside of class to be a "real-world laboratory" (Kuh, 1995,

p. 145). There is greater potential for learning if the out-of-class laboratory is intentionally

designed to complement the curricular experience. Moreover, experience alone does not yield

transformational learning (Merriam, 2004). Experience must be paired with reflection, and, once

again, praxis can result by using the academic program as a medium through which students

reflect on their cocurricular experience and link it to curricular content. Both divisions could

capitalize on the many opportunities to maximize student learning.

This section opened with Terenzini and Pascarella's (1994) challenge facing institutions of higher education. It closes with their general suggestion for the future:

> The impact of college is more general than specific, more cumulative than catalytic. Real college impact is likely to come not from pulling any grand, specific (and probably expensive) policy or programmatic lever, but rather from pulling a number of smaller, interrelated academic and social levers more often. If a college's effects are varied and cumulative, then its approaches to enhancing those effects must be varied and cumulative, too, and coordinated. (p. 32)

The opportunity exists in the twenty-first century for colleges and universities to reform so that collegiate programs and structures are designed in response to what is known about student learning rather than "administrative convenience and budgetary expedience" (p. 32).

The Background on Academic and Student Affairs Collaboration

Student affairs as a profession has been focusing on collaboration with faculty and academic affairs for more than a decade. This topic frequently appears in scholarly journals, publications, and conference presentations. However, the cross-divisional collaborative opportunities that have emerged since the 1990s have been largely perceived to be one-sided, for the attempt by student affairs to reach out to involve faculty in student affairs initiatives has not been reciprocated (Manning, Kinzie, & Schuh, 2006). While academic affairs divisions have also been focusing in the last two decades on collaboration, their interest has not been directed toward their relationship with student affairs (Bourassa & Kruger, 2001). Instead, faculty members have been focusing on developing valuable cross-disciplinary programs and departments (Kezar et al., 2001). Kezar et al. explain that "there is no imperative as pressing in the twenty-first century as collaboration… [for] two main reasons: (1) the recognition of power in collaboration over individualism and (2) the necessity of collaboration for worldwide stability" (p. 1).

In the last ten years, ACPA and NASPA have published influential documents (*The Student Learning Imperative*, ACPA, 1994; *Reasonable Expectations*, NASPA, 1995; and

Principles of Good Practice, NASPA, 1997) focused on the role of student affairs in student

learning and the need for faculty, administrators, students, and student affairs staff to collaborate

to develop an effective context for learning (Bourassa & Kruger, 2001; Caple, 1996). These

documents led the way for a significant collaboration between the American Association for

Higher Education (AAHE), ACPA, and NASPA, which culminated in *Powerful Partnerships: A*

Shared Responsibility for Learning (1998). The partnership between these associations was

significant because "the involvement of AAHE in this project propelled academic and student

affairs collaboration into a 'front burner' issue for both faculty and student affairs faculty and

staff on campus" (Bourassa & Kruger, p. 11).

It is widely acknowledged that collaboration between academic and student affairs allows

faculty and staff more effectively to meet students' needs and assist them in achieving their

overall educational goals through a supportive learning environment (Mills, 1989; Newton &

Smith, 1996). Reason, Terenzini, and Domingo (2005, 2006, 2007) found that among first-year

students an organizational context that values collaborative efforts and holistic education

positively influences learning outcomes. More specifically, when faculty and staff show support

for students' needs in and out of class, it yields increased academic competence, as well as social

and personal competence. Their study on academic competence (2006) found that an institution's

ability to design and implement a coherent first-year program, with cross-divisional collaboration

and actively pursued goals, positively influences students' academic progress. The implication is

that policies and practices that espouse a holistic approach while improving faculty and staff

relations can benefit students' overall educational experience.

Cross-divisional coordination and respect for each other's work is critical for student

success, not only in terms of improving learning (Kezar, 2001a), but also in terms of

Schlossberg's (1989) concept of mattering. Mills (1989) supports this point in saying:

> The coordination of activities allows students to engage the environment in
> meaningful ways. By using a coordinative approach, students recognize the
> legitimacy of their needs. This recognition of an environment designed to focus
> on needs leads students to a sense of significance and a feeling of mattering. (p.
> 40)

Coordinating learning objectives also assists institutions and divisions in reaching their stated

mission and goals. Kezar found that chief student affairs professionals felt that collaboration

between academic and student affairs led to "an improved learning environment, retention,

enhanced institutional communication, culture of trust, better campus relationships, and

increased attention to the work of student affairs" (p. 49).

Banta and Kuh (1998) emphasize that academic and student affairs staff need to

recognize the value of the complementary roles they play in the educational process. As stated

earlier, "college impact research shows that cognitive and affective development are inextricably

intertwined" (Hirsch & Burack, 2001, p. 61). For institutions to apply this research successfully

they need to shift away from the notion that student learning takes place exclusively in the

classroom and that out-of-class experiences are simply distractions from the students' cognitive

development. A campus supporting a seamless education values a collaborative relationship

between academic and student affairs, which "link[s], align[s] and integrate[s] a variety of

resources…to promote the attainment of various learning outcomes (Schroeder, 1999b, p. 46).

With all the focus on the importance of cross-divisional collaboration, Magolda (2005)

encourages people to avoid jumping into a collaborative venture without first answering the "all

important question: Is collaboration a good idea?" (p. 17). He cautions people to treat partnering

"as a moral, not a managerial undertaking" (p. 17) and to enter into dialogue about how the partnership will enhance the student experience, benefit faculty and staff, and fit with people's perspectives and beliefs on teaching and learning. Collaborations will not be the answer to all problems and not all partnerships are necessarily good for students and for partners. Extensive discussion is necessary in order to develop a "meaningful, reciprocal, and responsive relationship" (p. 18) where people can engage in open dialogue about apparent opportunities and potential challenges. This foundational work increases the likelihood that the collaborative venture will be sustainable and mutually beneficial to everyone involved.

Best Practices for Collaboration

The Documenting Effective Educational Practice (DEEP) project brought together a 24 member research team that collected data from more than 2,700 students, faculty and staff on 20 campuses (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). Kuh et al.'s book based on the DEEP research is a comprehensive resource on effective practices and the lessons learned from high-performing institutions where people are working together with student learning as the central focus.

The DEEP project found that the most educationally effective colleges and universities focus on student learning in all facets of their experience. Faculty and student affairs staff at these schools are "partners in the educational enterprise" and student affairs staff do not bemoan "perceived second-class citizenship" (Whitt, 2006, p. 3). These institutions, moreover, develop seamless learning environments where the boundaries between students' in- and out-of-class learning are "fuzzy, if not invisible" (Whitt, p. 3). This commitment to learning and the institutional mission is reflected in institutional policies, programs, services, and reward structures. Extensive cross-functional collaborations are rooted in mutual respect and well-

established institutional goals. The result is cocurricular programs that are "designed to foster and not compete with or undercut students' academic achievement" (Whitt, p. 4). In addition, these institutions have high expectations for their students' engagement, who are encouraged to learn in all aspects of their collegiate lives. Such institutions ensure that all faculty and staff "work together to make sure students do not fall through the cracks…[while providing] affirmation, encouragement, and support as well as information about what to do to be successful" (Whitt, p. 5). Educationally effective institutions also allocate financial resources based on student learning potential. The core question these schools frequently ask is, "what will this investment of money, time, space, or staffing produce for student learning and success?" (Whitt, p. 6).

At the same time that the DEEP project examined institution-wide practices, The Boyer Partnership Assessment Project (Elkins Nesheim et al., 2007) looked specifically at academic and student affairs partnerships and assessed their effectiveness at eighteen institutions. Through this work, they identified principles of good practice and, similar to the DEEP project, noted the importance of what they call a "learning-oriented ethos," which emphasizes a holistic approach to student learning. When institutions employ these principles, they foster partnerships that develop out of existing relationships between faculty and staff, and emerge as new associations rooted in a shared commitment to student learning. Initiatives that bring the two divisions together were found to help focus students' attention on learning while acclimating and connecting to their college or university. This connection positively influenced students' personal growth and development while improving their critical thinking skills and empowering them to take responsibility for their learning. Overall, the Boyer Center research found that

"partnership programs can and do foster desired outcomes for students" (Elkins Nesheim et al.,

p. 446).

Across higher education, institutional leaders are looking to academic and student affairs;

the two divisions with the greatest student contact, to align their programs to enrich the student

learning experience. As Schroeder (1999a) states, "If colleges and universities are to address

successfully the multitude of internal and external challenges they currently face, personnel in

academic affairs and student affairs must choose, as Rosa Parks chose, to live divided no more"

(p. 16). Kuh et al. (1991), through their research on *Involving Colleges,* articulate the essence of

what is needed to develop a seamless learning environment:

> Involving Colleges seem to be aware of the seamlessness of student experience
> and of the harvest of learning that awaits students from *all* aspects of college life.
> By envisioning what the total student experience ought to be, and resolving to use
> the institution's educational resources—curricular and noncurricular, formal and
> informal—to full advantage to enable that experience, Involving Colleges ignore
> the perceived, artificial distinctions between what is academic and what is
> educational and between what are "in-class" and "out-of-class" learning
> experiences. A college takes a step toward becoming an involving institution
> when it softens or makes permeable the boundaries between curricular and other
> student experiences. (p. 347-348, italics in original)

The research and perspectives that focus on the development of a holistic or seamless learning

environment serves as the rationale for exploring new ways to create educational settings that

address the call to improve higher education in America. To develop a relationship between

academic and student affairs requires an understanding of the institutional conditions and

organizational culture that influence the potential for a shared educational vision across

institutional divisions.

Part III – Institutional Context and Professional Roles

Mission and Philosophy

An optimal workplace ethos for faculty, staff, and students is critical to the success of a college or university. This context is framed by campus leaders as they work with all constituencies to bring to life in everyday practice the institutional "mission" and "philosophy." Kuh et al. (1991) found that for involving colleges "no factor is more powerful in promoting student involvement and learning than the institution's mission and philosophy" (p. 15). Welzenbach (1982) defined "mission" as the "broad, overall, and long term purpose of the institution" (p. 15). The mission is manifested in the institution's overall campus and building layout, particularly how well it creates intimate settings that allow for faculty, staff, and student interaction. The mission is also reflected in organizational structure, policies, and practices by reflecting the college or university's values, assumptions, and where and how students learn (Kuh et al., 1991). To refer back to the DEEP project, the schools represented in the study minimized the gap between the espoused mission and the enacted mission and, as a result, "their mission is alive" (Kuh, et al., 2005) throughout the institution. Such institutions frequently reviewed their mission and sought to design programs that directly served its goals.

Over time, a mission becomes operationalized in people's philosophy, guiding thought and action, which Schein (1992) describes as the "hidden" layer of culture. That philosophy, according to Kuh et al. (2005), "is composed of tacit understandings about what is important to the institution and its constituents and unspoken but deeply held values and beliefs about students and their education" (p. 27). While the philosophies of DEEP schools differ, as one would expect, all the institutions found ways to promote student success by paying particular attention to the institutional context and their student needs (Kuh et al.). Much of the DEEP work

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is consistent with a core recommendation by the The Study Group on the Conditions of

Excellence in American Higher Education (1984), which emphasizes that each institution of

higher education must create a campus ethos that encourages students to take advantage of

learning opportunities.

Organizational and Divisional Cultures

In addition to the institution's mission and people's philosophy relating to their work, the

campus ethos is influenced by an institution's culture and subcultures. "Culture" is "the social or

normative glue based on shared values and beliefs that holds an organization together" (Kuh &

Whitt, 1988, p. 10). "Organizational culture," as defined by Pettigrew (1979), is "the amalgam

of beliefs, ideology, language, ritual, and myth" (p. 572), and understanding this organizational

social system is critical because it controls the behaviors of those within it. According to

Masland (1991), organizational culture can induce "purpose, commitment, and order; provides a

meaning and social cohesion; and clarifies and explains behavioral expectations. Culture

influences an organization through the people within it" (p. 118).

The fragmentation discussed earlier has led academic and student affairs divisions to be

described as fundamentally different cultures (Engstrom & Tinto, 2000). As specialization

among academic departments deepened and student affairs became more professionalized,

academic and student affairs staff were trained differently and became more distinct, with less

overlap between their roles and responsibilities. As a result, Engstrom & Tinto explain, student

affairs practitioners and academicians do not always understand one another's discourse, nor do

they accurately comprehend each other's roles and responsibilities. The resulting cultural

differences lead to "misunderstandings, mistrust, disrespect, conflict, disdain, and antagonism"

(Engstrom & Tinto, p. 428). These sentiments are magnified when those at an institution focus

on difference rather than on the commonalities that exist in their values and goals for educating students.

Focusing on the concept of the "other" highlights the disparity between academic and student affairs; group perceptions lead people to believe that one group is so different from another that the minor differences that do exist become exceptionally significant (Fried, 1995). The alternative is to strive to understand each other's culture within the context of the overall institutional culture. This can only be achieved by connecting people with one another so that they have the opportunity to express their thoughts and beliefs while also understanding the wide-ranging views and values that they each bring to their work. Developing relationships rather than focusing on the concept of the "other" increases the likelihood of collaboration based on shared values and purpose (Fried; Rhoads & Tierney, 1992). According to Rhoads and Tierney, bridging these gaps "needs to be a high priority in developing an effective academic culture" (p. 16).

The Roles of Institutional Leaders

Fried (1995) makes an important statement to faculty, staff, and institutional leaders when she challenges leaders to contemplate the type of educational culture they want to lead and *how* they will lead that culture:

> Today's college students need to learn academic skills, technical skills, interpersonal skills and multicultural skills. In the current global economy, an engineer who can't work in groups or communicate with engineers from Europe or Asia simply is not as effective as one who can. A health care provider who doesn't understand that Saudis have different ideas about touching and male/female relations than Americans do is going to make some very upsetting mistakes on the job. A student who has read the works of Shakespeare, Goethe, Austen, Arnold and Eliot, but is unaware of Mishima, Singer, Baldwin, Morrison or Allende has a very limited understanding of the range of human literary expression. Students who make friends only with members of their own groups, however they define the groups, have a limited range of interpersonal skill which will impede their professional success as well as their personal growth. And finally, student affairs members and academic faculty who believe that all significant learning takes place in the

library, the classroom and the laboratory will devalue their own contributions, fail to appreciate their colleagues and impoverish their students by the narrowness of their vision. (p. xix)

Fried calls for institutions to consider ways to provide students with an educational opportunity that capitalizes on all teachable moments and resists unnecessarily imposed boundaries to best prepare students for the complex world they enter after graduation. The development of this environment requires a campus-wide commitment with the institution establishing priorities and defining its purpose while supporting the partnerships across campus that will facilitate the institution in meeting its goals (Martin & Samels, 2001; Newton & Smith, 1996). At all levels, people need to assume leadership roles in order to facilitate dialogue across divisional borders that promote understanding and the development of mutually agreed-upon goals.

Cultural and Transformational Leadership

Tierney (1992) advocates that institutions need to be appreciated through a cultural lens, and accordingly "the work of cultural leadership ought to become interpretation and facilitation rather than management" (p. 18). Leaders must help communicate and interpret the values and objectives of the community, encouraging the expression of different perspectives. Given these expectations, leaders ought to "create the conditions for dialogue rather than acting as if they are the ones who define the reality of the organization" (Tierney, p. 19). Through this process, the institution as a whole will be able to clarify its direction with a united sense of purpose. The key component to cultural leadership is enabling "diverse constituencies to speak and be heard" (Tierney, p. 19). This approach to leadership is consistent with Alexander and Helen Astin's (2000) recommendations for higher education leadership in the twenty-first century. Leadership styles based on power and authority should be replaced with "transformational leadership" that facilitates collaboration.

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Senge (1990a), in *The Fifth Discipline: The Art and Practice of the Learning Organization*, advances a transformational paradigm shift in organizational leadership that parallels the one presented earlier between teaching and learning (Barr, 1998). Senge (1990b) calls for institutions to change from authoritarian and controlling leadership models to one that cultivates people's "natural curiosity and impulse to learn" (p. 7). A learning organization, he argues, is one that recognizes that "superior performance depends on superior learning" (p. 7). To develop an ethos within an organization that shifts the paradigm toward learning, however, takes significant commitment. Senge explains that leaders within these institutions are designers, teachers, and stewards. They "build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking" (p. 9). According to Barr, each of these leadership characteristics is needed in order to make the changes that will foster a holistic learning environment for students that will more effectively educate them.

Within the learning organization, people talk to each other about their mental models, the lenses through which they see the world, and their assumptions about how things work. Senge (1990b) defines "mental models," which is a significant term for this study, in the following manner: "What we carry in our heads are assumptions. These mental pictures of how the world works have a significant influence on how we perceive problems and opportunities, identify courses of action, and make choices" (p. 12). The goal within a learning organization is for people to reflect on their own and others' mental models so that they recognize the thinking that is governing actions. This is achieved through integration and leads to the development of a shared vision based on purpose and core values (Kuh, et al., 1994; Senge). This learning-based change process depends on both individual reflection and social interaction. Social-cognitive models for change advance a social-constructivist understanding of organizations where leaders

help to bring about change by providing opportunities for employees to view the organization through different lenses (Kezar, 2001b). Operating a learning organization invites everyone across campus to be learners. It also models for students, as part of the holistic educational experience, the type of leadership they should practice on campus and beyond (Astin & Astin, 2000).

Presidents and Vice Presidents Leading the Way

The president plays a pivotal role as designer, teacher, and steward as a campus shifts its approach to education and leadership across campus. Kuh et al. (2005) found that presidents at DEEP institutions advocated for ways to enhance student learning, and most leaders "personified institutional values and commitments" (p. 270). The more attention that the president gave to student learning across campus, the more it was valued by the institution (Kuh et al., 1994). Kuh et al. (2005) explained that often executive leadership fails to champion efforts to improve student learning because of "a lack of understanding about what an institution needs from its cabinet leadership and senior faculty to promote student success and the competing and sometimes conflicting priorities of governing boards" (p. 271). The president is pivotal in shaping the priorities and the dialogue that will spread throughout the college or university (Love & Love, 1995). Presidential leadership must be persistent, because cultures change slowly, and pervasive so that his or her leadership expands throughout the institution (Schein, 1992).

Successful partnerships between academic and student affairs depend on distributed leadership across all ranks, as well as on "boundary spanners" who move between divisions, articulating the values of both in- and out-of-class learning (Kuh, et al., 1994). The foundation for this type of leadership stems from the articulated values of the president, from his or her cabinet, and, more specifically, from the actions of and relationship between the chief academic

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affairs and chief student affairs officers. The success of campus initiatives and educational

reform often lies in the hands of these two key administrators (Martin & Samels, 2001). When

the executive leaders validate a culture of partnership, often through incentives and rewards, and

embrace efforts by their respective staffs to collaborate, they send an important message across

campus about the values of the institution (Baxter Magolda et al., 1999; Engstrom & Tinto,

1997; Obrien, 1989).

Accordingly, it is the responsibility of the chief student affairs officer to articulate to the

chief academic affairs officer and other cabinet members the ways in which the work of the

student affairs division contributes to the academic mission of the institution (Kuh et al., 1991).

The other executives have a responsibility to integrate that information into the work of their

respective divisions. Specifically, a critical advocate for collaboration is the provost or vice

president for academic affairs because this person can have the most influence in encouraging

faculty to consider how life outside the classroom helps achieve the institution's educational

goals. When he or she acknowledges "the mutually enhancing relationships between out-of-class

life and the curricular goals of the institution" (Kuh et al., 1991, p. 78), it nurtures a spirit of

collaboration (Kuh et al., 1994). This leader also plays a significant role in coordinating reviews

of policies and structures, such as tenure and promotion, that could encourage faculty to be more

involved with students' educational lives through innovative initiatives. Kuh et al. (1994)

emphasize that the "senior academic professionals are in a strategic position to shape the

institutional ethos that values learning outside the classroom" (p. 78).

It is important to acknowledge, however, that the relationship between the two division

leaders can be strained because despite "sharing in the overall direction and oversight of the

college, they often must compete with one another for institutional resources" (Hirsh & Burack,

2001, p. 57). Nonetheless, if these leaders can effectively balance the impulse for competition with the need for collaboration, a constructive relationship between the chief academic and student affairs officers can set the tone for the rest of the campus. Kuh et al. (1991) explain that the "mutual respect seeps down, across, and through organizational lines and units" (p. 171), allowing for "faculty, student life staff, and other administrators [to] recognize and value the contribution each makes to the enterprise" (p. 171).

Martin and Samels (2001) highlight the fact that leaders must be "opportunistic" (p. 90), and that they "must move beyond all of the reasons to delay action" (p. 91). Kezar (2001a) found that there is a statistically significant relationship between success in one form of collaboration and success in another. In some cases, opportunities arise from informal and unplanned interactions that stem from space design, which brings faculty and student affairs staff in closer proximity and facilitates the development of relationships (Fuller & Haugabrook, 2001; Kezar et al., 2001). Opportunities can also emerge from joint conferences, committees, and social time, all of which "can sow seeds that grow into a network of relationships and occasionally flower into significant professional partnerships" (Fuller & Haugabrook, p. 86). Willingness and interest in developing these opportunities emerge from leadership.

The Roles of Student Affairs Professionals

Nash (2001) considers student affairs staff members as the "hidden educators" on campus, a group on campus that constitutes a "powerful educational infrastructure" (p. 7). Kuh et al. (1991) believe that a superior out-of-class experience involves "active participation in activities and events that are not part of the curriculum but nevertheless complement the institution's educational experiences" (p. 7). Nevertheless, students' out-of-class experience, or the extracurriculum, is often misunderstood and undervalued in terms of its role in the

educational process (Boyer, 1987). As one student stated in *Involving Colleges* (Kuh et al., 1991):

> Some people say that the extracurricular is extraneous to the real goals of higher education. Actually I think they complement one another; what you learn outside the classroom is just as important as what you learn in class. And what you learn in the classroom can be applied outside the classroom. (p. 2)

Despite the potential benefit that student affairs can provide to a student's educational experience, many faculty give token consideration and support for student affairs (Boyer) and "often marginalize and demean these professionals as being superfluous to the academic mission" (Nash, p. 7). In fact, student affairs represents for many faculty members a "black box" or "a set of functions about which little is understood and even less is noticed" (Kuh et al., p. 171).

Approaches to Student Affairs Work

Student affairs personnel focus on institutional welfare, paying particular attention to student learning and students' development through the collegiate experience (Brown, 1990). Engstrom and Tinto (2000) describe student affairs personnel as "action-oriented, focused on products or results, skilled in securing resources, managing crises, and problem solving" (p. 430). They are the "heart of the early warning system and safety nets that signal the need to assist students who are in academic, social, emotional, or physical difficulty" (Kuh et al., 1991, p. 259). Komives (2000) describes the student affairs role as "inhabiting the gap" between knowledge without context and knowledge with personal meaning. She states that the role of the student affairs staff member is to "help students go from knowing something to being able to use that knowledge to inform their own attitudes and behaviors…[in other words] learning how to take knowledge and make it real—being able to use knowledge, critique it, and make it personal" (p. 31).

Ender, Newton, and Caple (1996) use three models to distinguish among the philosophies used by divisions of student affairs in higher education. The first approach, the student services model, is based on the premise that student affairs is in place to help meet students' basic needs and "support the academic mission of the institution by providing the numerous adjunctive services (admissions, housing, counseling, student activities, recreation, financial aid, and so on) that are necessary to maintain the student in the classroom" (Ender et al., p. 8). The second approach, the student development model, is used by staff who "focus on the developmental phases or tasks that students experience as they pursue a college education" (Ender et al., p. 8). Policies and initiatives are designed after taking a variety of theories into consideration, including person-environment interaction, psychosocial, cognitive development, and topological theories. The third approach, the student learning model, "places its emphasis on shared efforts with other educators, faculty, and administrators to achieve a more integrated or seamless learning experience" (Ender et al., p. 8). Ender et al. explain that student affairs professionals who focus on this third model are concerned with both cognitive and affective development and emphasize mutually agreed-upon learning goals and outcomes.

Student Affairs Professionals as Educators

In 1996, Ender et al. found that the student services model was the "predominant functional purpose for student affairs"; however, student development and student learning were becoming increasingly more significant with added time and resources allocated to initiatives that support these philosophies. Today, because of progressively more focus on educational outcomes, chief student affairs professionals are placing greater importance on the student learning model (Kuh et al., 2005). Ender et al. commended six departments for their significant role in contributing to student learning: residence life, counseling, learning enhancement

programs, student life, career planning, and student development. Ender et al.'s research shows that, in practice, the student learning model is a "viable" (p. 11) approach and student affairs, as a profession, "is at a point of restating and perhaps redefining its role and function in American higher education" (p. 14).

The redefinition Ender et al. (1996) anticipate was first espoused in the 1994 *Student Learning Imperative* by ACPA and further developed in the 2004 NASPA and ACPA joint document, *Learning Reconsidered: A Campus Wide Focus on the Student Experience* (Keeling, 2004). *Learning Reconsidered* argues for an end to the fragmented institutional system that sees students in their component parts (body, mind, spirit). The document advises institutions to focus on student learning and cross-divisional integration so that academic affairs is no longer solely responsible for the intellect and student affairs is no longer solely responsible for the body, emotions, and spirit. The central point to *Learning Reconsidered* is that learning, development, and identity formation are interactive and "shape each other as they evolve" (p. 8). Student affairs, therefore, plays an important role, together with faculty, in designing and implementing the educational program.

Although student affairs was found to play an important educative role, student affairs staff members need to begin to modify, if they have not already, the way they conceptualize and approach their role, and the way they articulate their role to others on- and off-campus. They must move from being "invisible" to "visible" educators and part of that process is to think of all student affairs responsibilities "no matter how managerial or administrative they appear…[as] an essential part of undergraduate education" (Fried, 1995, p. 114). Fried emphasizes that student affairs must go beyond the purely service-oriented role to one that provides opportunities for transformational education-based moments. In addition, to maximize the role of student affairs

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staff as educators, their mission must be the institutional mission (Manning et al., 2006), and

they must understand and support the institution's educational goals in order to work with faculty

to meet those goals (Sandeen, 2004).

Student affairs professionals also have a responsibility to develop an understanding of

heterogeneous faculty culture and, more specifically, of the various subcultures that exist (i.e.

disciplines) in order to facilitate cross-divisional partnerships. Not taking faculty diversity into

account can lead to "unrealistic expectations [that] may undermine collaborative initiatives"

(Eimers, 1999, p. 23). Finally, student affairs staff should recognize that "social constructions of

time" (p. 37) that apply to them do not necessarily apply to faculty (Lawrence, 1994). How

faculty experience time and how others perceive that they use time can be quite different.

Lawrence noted that faculty believed "autonomy with respect to managing time did not translate

into an easy job; there were real constraints and pressures to produce that were not evident to the

outside observer but regulated how they used unscheduled time" (p. 33).

There are many factors that student affairs staff need to consider at they review their

current roles on campus, invest time and energy to develop cross-divisional partnerships, and

together with academic affairs plan for the future. In a study by Kezar (2001a), chief student

affairs professionals stated that engaging students in the learning process is the most important

reason that they are developing partnerships with academic affairs. Ward (1995) explains:

> Students come to our campuses to learn, and we must improve our ability to deliver the
> goods to them.…Student affairs must begin to play a larger, more visible role in engaging
> students in the learning process and, by extension, enhancing institutional
> productivity…If we do not completely engage students in the learning process we will
> become irrelevant. (p. 14)

Academic affairs culture is often described in terms of faculty members' primary

function, which, according to Brown (1990), is "creating, preserving, and transmitting

knowledge while promoting and safeguarding the so called life of the mind" (p. 246-247).

Faculty time is divided among scholarship, teaching, service, and their contributions to their

academic discipline. Engstrom and Tinto (2000) describe faculty in comparison to student

affairs as "more isolated, reflective, theoretical, cautious, and likely to move at their own pace"

(p. 429). Beyond the "life of the mind," however, faculty can have a powerful influence on

students' overall development during college, and they are in a unique position to help change

the educational philosophy of an institution.

Faculty Members' Engagement in Students' Lives

Faculty interaction with students is most often related to the students' academic

experience, and in most cases it is the student that initiates the relationship with the faculty

member. Yet, Kuh et al. (1991) found that at involving colleges, "students perceive faculty

members and others as approachable and responsive. For many students, developing a

meaningful relationship with a faculty member was a significant aspect of their collegiate

experience" (p. 189). The potential for widespread development of "meaningful" relationships

between faculty and students depends on the institutional culture. The institution's history,

traditions, and role expectations drive the way that faculty engage in the community and

prioritize their time (Kuh et al.). Newton and Smith (1996) explain that, on many campuses, the

campus culture and the espoused goals of a seamless learning environment may be competing:

> It is probably too idealistic to hope that a campus that values academic freedom,
> individual faculty prerogatives, and tolerance of diverse opinions can also provide
> a seamless experience. However, it is very important for the major players who
> shape the educational environment to come together and agree on the priorities

and the purpose of the institution and its milieu. This calls for cooperative and coordinated strategies across all facets of the campus. (p. 26)

The development that Newton and Smith propose is neither easy nor immediate, but a campus ethos that encourages student-faculty interaction is important because the overlap between professors' and students' lives enhances the campus climate in ways that positively influences student learning (Terenzini et al., 1996).

Kuh et al. (1991) identified two faculty subcultures relating to the degree to which professors engage in students' out-of-classroom experiences. The first, student-centered faculty, tend to be older and tenured, and are actively involved in the lives of undergraduates both in and out of the classroom. The researchers learned that this population of faculty is dwindling, however, with fewer professors volunteering to advise student organizations, interacting with students in the residence halls and dining rooms, serving on Student Life committees, and attending athletics and other social events. These faculty members play a key role in the seamless learning environment because they are the ones who tend to appreciate student affairs and their role as educators.

The second subculture is made up of younger faculty who are focused on scholarly work that draws their attention away from the everyday activity of the campus. Many young faculty are also socialized to believe that they do not have time to be student-centered, and in some cases are socialized to think that they take a "professional risk when they spend time…with students after class" (Kuh et al., 1991, p. 177). As a result, these professors are not actively engaged in students' lives outside the classroom. Unfortunately, students' impression of faculty as distant and detached can negatively influence their educational experience because they are less likely to seek out assistance (Kuh et al.). Students may consequently deduce that their out-of-class

activities are insignificant, disconnected from their academic lives, and not contributing to their educational experience (Sandeen, 1989).

Academic Affairs' Influence on Campus

Faculty members are ultimately in the best position to influence campus thinking relating to the development of a learning-centered approach to education. Because the academic division and the departments that constitute the division are the "strongest cultural units in the university" (Kellogg Commission, 2000, p. 13), they can effectively stop what Fairweather (1993, as cited in Amey, 1999) calls the "academic drift," which rewards research more than teaching and student contact, even at small liberal arts colleges. The Kellogg Commission calls faculty and administrators to re-evaluate the effectiveness of the "tried-and-true formula of teaching, research, and service" (p. 11) and in its place establish a new formula of "learning, discovery, and engagement" (p. 12) in order to meet the student learning goals of the future. Overall, faculty ought to reconsider the meaning of community, how it is cultivated and sustained, and their role as "community members rather than only as instructional activities directors" (Amey, p. 65).

The power of the academic affairs division to influence the future of institutions also lies in the fact that students consider faculty to be the "primary agents for transformation on campus, and they are the group students respect the most" (Harward, 2007a, p. 11). Faculty can influence the campus intellectual climate and the level of student engagement through their teaching, values, and expectations (Astin 1993a, 1993b; Harward; Kuh, Nelson Laird, & Umbach, 2004; Umbach & Wawrzynski, 2005). Kuh et al. (2004) compared results from the National Survey of Student Engagement (NSSE) to those from the Faculty Survey of Student Engagement (FSSE). They found that faculty members have significant influence over what students do and how they perceive their collegiate educational experience. For example, at institutions where faculty stress

academically challenging tasks, students perceive their college experience to be more challenging. The study asserted that "faculty can and do shape student performance by what they themselves value and do" (p. 30). Umbach and Wawrzynski concluded that "faculty behaviors and attitudes affect students profoundly, which suggest that faculty members may play the single-most important role in student learning" (p. 24). For example, faculty determine expectations for out-of-classroom academic engagement through the amount and type of work they assign (reading, library research, collaborative projects, etc.) (Kuh et al., 1994). Umbach and Wawrzynski found that the "educational context created by faculty behaviors and attitudes has a dramatic effect on student learning and engagement" (p. 21). They explain that faculty members' connectedness with students in and out of class and valuing the development of a holistic, enriching educational experience leads to students' feeling supported and encourages students to be actively engaged in their learning.

Given the significant role faculty play in influencing the student learning experience, it is worthwhile for faculty to re-examine their perspectives on undergraduate teaching and student learning. In particular, they should assess how their discipline affiliation influences their beliefs, values and approaches. Eimers (1999) alerts faculty to the fact that "they may not realize how the socializing influences of their discipline have limited their ability to enhance student learning" (p. 24).

Faculty Members' Contribution to Learning Beyond the Academic Discipline

One of Terenzini's and Pascarella's (1994) stated myths of undergraduate education is that faculty members contribute to learning only in the classroom. Professors' influence goes beyond the classroom (Astin, 1993a, 1993b; Kuh & Hu, 2001; Pascarella & Terenzini, 2005); in fact, Terenzini et al. (1996) found that student interpersonal interaction with faculty members

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and peers were the "most powerful source of influence on student learning" (p. 158). Faculty accessibility and responsiveness is central (Kuh et al., 2005). Student-faculty interactions provide opportunities for students to be exposed to new ideas and people with varying perspectives (Terenzini et al.), and also have a broad influence, motivating students to "devote greater effort to other educationally purposeful activities during college" (Kuh & Hu, p. 329).

However, many faculty, when thinking about student learning, have "tunnel vision" (Cross, 1996, p. 5), and see only their discipline and the organizational structures that facilitate teaching (e.g., classroom and lab in their respective time blocks, office hours for class-related questions, or academic advising meetings) (Terenzini & Pascarella, 1994; Cross). The paradox is that faculty who "wish to be viewed as the soul of the university resist involvement in institutional life beyond the most narrow academic setting" (Wood, 1991, p. 3). Cross makes the same point in saying that faculty members' "peripheral vision is distinctly limited" (p. 5), which means that they do not see that a student's broader collegiate experience can be enhanced through faculty interaction. Research studies show that student-faculty interaction takes place less frequently than should be the case (Schroeder, 2003a). Terenzini and Pascarella note the following:

> Controlling for student background characteristics, the extent of students' informal contact with faculty is positively linked with a wide array of outcomes. These include perceptions of intellectual growth during college, increases in intellectual orientation and curiosity, liberalization of social and political values, growth in autonomy and independence, increases in interpersonal skills, gains in general maturity and personal development, orientation toward a scholarly career, educational aspirations, persistence, educational attainment, and women's interest in, and choice of, a sex-atypical (male-dominated) career field. (p. 31)

There are many ways that faculty can influence student learning and personal development during the collegiate years. The impact of student-faculty informal contact is influenced by both the frequency and the content of interaction. Faculty can have the most influence by engaging

students in intellectual discussions that extend and reinforce academic goals (Terenzini & Pascarella).

Hall and Sears (1997) conducted a study that suggested that faculty have the potential to go beyond cognitive skills to contribute to students' identity development. Faculty can employ classroom strategies that support learning academic content while also helping students to understand who they are as individuals and how they fit into the social context of a community. Faculty work with student affairs can provide the opportunity to design experiences where students' self-exploration can continue beyond the classroom (Hall & Sears). In response to the evidence that debunks the myth that faculty do not contribute to learning beyond the classroom, Terenzini and Pascarella (1994) say the following:

> Some faculty members consider informal, out-or-class contact with students to be "coddling" or (worse) irrelevant or inappropriate to the role of a faculty member. Such views reflect, at best, little knowledge of effective educational practices and of how students learn, and, at worst, a callous disregard. (p. 31)

A persistent problem is that within the reward system that recognizes teaching, research and service there is little opportunity to acknowledge faculty who are committed to engaging students in creative and powerful ways beyond the traditional expectations (Amey, 1999; Wood, 1991).

The evidence that faculty can influence student learning in and out of class does not imply that faculty should "do it all" and cover all aspects of student life (Hall & Sears, 1997). As it is, many faculty feel overloaded and are pressured by time constraints. They experience high levels of stress teaching regularly, trying to advance their scholarly work, balancing increased service demands, and maintaining healthy personal and family lives (Colbeck, 2002a; Colbeck, 2002b; Colbeck & Drago, 2005; Drago et al., 2005; Fairweather, 2002a; Fairweather, 2005; Kuh

et al., 2005; Leslie, 2002). Plater (1995), in *Future Work: Faculty Time in the 21*[st] *Century*,

states:

> We cannot expect greater productivity by asking already over-burdened faculty to work harder. The most effective way to achieve greater results will be through teamwork and imaginative new ways to link faculty (and other academic professionals) into a system of shared effort. (p. 29)

Plater focused exclusively on increased connections within academic affairs staff, but, given

what is known about student learning, student affairs staff should be included in the "system of

shared effort." The evidence on student learning suggests that there are many reasons for faculty

and student affairs to explore ways to combine efforts to enhance the richness of the educational

experience in college (Hall & Sears).

<p style="text-align:center">Part IV – The Challenges and Potential of Cross-Divisional Partnership</p>

Fried (1995) advises that "the focus has shifted from teaching and providing service to

learning. When learning becomes the centerpiece, teaching and service must be reconfigured and

reconstructed to support the achievement of the goal rather than becoming goals, or static

structures, in themselves" (p. 255). The characteristics that distinguish and divide faculty and

student affairs personnel challenge the potential for creating learning-centered campuses and

need to be taken into consideration as faculty and administrators work to develop "learning

organizations." The influence of institutional, divisional, and professional cultures on the role of

the educator is particularly critical since seamless learning environments require the entire

institutional community to be educators. As discussed earlier, the traditional collegiate paradigm

places faculty in the sole role of educator, and, as a result, the "educational role [of student

affairs professionals] is often invisible or misperceived" (Fried, n.d. p. 3). In fact, the way that

people define "educator" can be one of the most significant barriers impeding a partnership

between faculty and student affairs professionals, and it may be deeply embedded in the cultural

<p style="text-align:center">54</p>

norms of both divisions. Investigating and exposing such barriers bring "to a conscious level the powerful forces that have made the task of developing relationships between faculty and student affairs so difficult" (Engstrom & Tinto, 2000, p. 426).

<center>*Personalities, Philosophies, and Power*</center>

Blake (1996) emphasizes that, despite addressing bureaucracy and organizational structures, faculty and student affairs staff need to understand each other and "embrace their essential differences" (p. 4). Developing mutual understanding is particularly difficult because many faculty and staff perceive the other division's culture to be overwhelmingly different, which is consistent with C.P. Snow's (1993 [1959]) "Two Cultures," where a breakdown of communication between the sciences and the humanities limits future progress. Fried (1995) captures the extent of the perceived differences between the two-culture dichotomy of academic and student affairs in saying:

> Both student affairs staff members and faculty members are strangers in each other's land. They don't speak each other's language, aren't familiar with the protocol in each territory and seem generally uncomfortable in each other's neighborhoods. Getting to know each other professionally can be considered a cross-cultural experience for each. (p. 179)

One reason for this dichotomy is that both professions attract very different personality types that reinforce their respective cultures. Blake describes student affairs professionals as:

> Apt to enjoy people, taking pleasure in their diversity and individuality. He or she is often drawn to the subjective, experiential aspects of life, toward events and problems in their particularity, and toward accomplishing things through others, frequently organizing people into groups. Student affairs people may appear self-confident and at ease socially; they gain satisfaction orchestrating the ephemeral, coordinating and managing a constantly changing kaleidoscope of people and events. Most student affairs jobs involve either counseling or managerial skills, or both. (p. 5-6)

Faculty are, in most cases, very different:

> [They] are typically oriented to ideas and reflection; to working with books, experiments, and schema of various kinds; to valuing reason and proof, detached judgment, aesthetic

<center>55</center>

sensibility, exactitude. The more enduring their theories or discoveries the better. The pursuit of knowledge often takes precedence over other aspects of their lives. It does no harm to a scholar's reputation if he or she is somewhat ill at ease socially, impractical or compulsive, or a less than active public citizen. (p. 6)

The two cultures cultivate different notions of learning. Faculty cherish and protect their role in developing and delivering the formal curriculum. They are frequently resistant to assimilating out-of-classroom learning into the educational context (Blake, 1996). The divisions also have different values regarding what Blake calls "individuality and community" (p. 7). The academic program on the one hand "cultivates independent originality" (p. 7) in students based on disciplinary knowledge. Student affairs staff, on the other hand, foster learning through cooperation, collaboration, and community-building initiatives. Their differences are manifested in conflicts based on misunderstandings resulting from different cultural and social expectations. The clash over territoriality on campus can lead to a "damaging mutual 'put down' cycle" (p. 6) that fuels mistrust and further misunderstanding.

The tension that arises between academic and student affairs over their approaches to student learning can be compared to the debate between John Dewey and Robert Maynard Hutchins that took place in the 1930s. At the time, "the key issue was the nature and purpose of liberal education, including how undergraduates should acquire that education" (Ehrlich, 1997, p. 225). Dewey (1938) advocated a constructivist approach to education, in which students, through experience, made meaning for themselves as a result of interactions with others. He spoke of a collaborative educational setting rich with interactions and with students engaged in cooperative arrangements. Hutchins (1936), however, promoted an educational approach based in reading and discussing the great books of the western world facilitated by a moratorium on experiences in society. Hutchins' intellectual inquiry model conflicted with Dewey's experiential model (Conrad & Wyer, 1982; Ehrlich; Taylor, 2005). Barr and Tagg's (1995) paradigm shift

from instruction to learning, discussed earlier, is rooted in the Dewey/Hutchins debate reflected in their books written six decades earlier and is intimately linked to the ongoing campus debate across America between the role of higher education in students' intellectual and holistic development (Posner, 1995).

Faculty and student affairs staff also struggle with each other due to conflicting perspectives on their own "power and powerlessness" (Blake, 1996, p. 8). The academic and students affairs divisions each have power but may also feel powerless when compared to the other group. Blake explains that faculty experience a sense of power because they determine the curriculum, which is the core of the college or university. Yet they may feel powerless when working with administrators because faculty have little control over finances. This frustration is heightened by the perception that student affairs is unnecessarily costly, "parasitic" (Kellogg Commission, 2000, p. 33), and a drain on university resources. Student affairs administrators share a sense of power in that they have a broad understanding of the institution that facilitates the development of connections across campus, but they often feel powerless because they are not included in critical institutional discussions.

Faculty and staff personality types, philosophies on learning, and perceptions of power are deeply embedded in culture. Fried (1995), referring to the work of Shweder (1990), explains that people's work and professional cultures "shape our understanding of the worlds in which we live and work and serve as guides to behavior as we attempt to make our way successfully in these intentional worlds" (p. 72). In the context of academic and student affairs, this means that faculty and student affairs staff bring cultural assumptions to their interactions with each other and those assumptions can coincide with or contradict the assumptions of people in the opposing group.

Ehrlich (1997) notes that, in the debate over pedagogy, "Hutchins clearly won" (p. 236), as demonstrated by the fact that the most dominant teaching strategy employed continues to be "a pile of books and a closed classroom" (p. 236). In the college setting, faculty are the principal, more dominant, group because "their version of reality, value, and truth dominates" (p. 236) on campus. As a result, there is a "chronic sense of second-class citizenship" (Fried, 1995, p. xvii) among student affairs staff. According to Fried, the student affairs profession represents values and beliefs that are consistent with non-dominant groups in the United States. These characteristics include:

> An emphasis on relationships rather than things, an appreciation of subjective experience and personal meaning, an emphasis on experiential learning and interpersonal collaboration and a belief that the community and context in which education occurs are as important as the information acquired. (p. xvi)

Fried argues that the feeling of "second-class citizenship" is similar to the social phenomenon seen, for example, in issues relating to race and ethnicity in America, where a privileged perspective shared by a group dismisses or misperceives the less privileged. A faculty member, Krebs (2003), wrote about the faculty-staff divide in a *Chronicle of Higher Education* article and draws a similar contrast, saying, "I'm starting to wonder, though, whether not thinking about being a faculty member is a bit like not thinking about being white, an unearned privilege" (p. B5). She goes on to discuss the class system that exists, in which faculty are considered the upper-class and staff, second-class. This multi-layered cultural perspective invites consideration of some basic social psychology principles that can influence cross-divisional relationships.

Collaboration on campus is hindered by misperceptions, biases, and stereotypes that shape people's judgments and erect as barriers between groups. While these barriers exist, student affairs will continue to be marginalized (Streit, 1993), and faculty will continue to be the

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"center of the enterprise" (Krebs, 2003, p. B5), with both groups being incapable of working together to advance student learning. Keltner and Robinson (1996) explain "there is no more dangerous force in social relations than the human mind. People's capacities to categorize, interpret, and go 'beyond the information given' readily lead to stereotyping and dehumanization that escalate and entrench group conflict" (p. 101). Social misperception causes greater conflict (Huxley, 1959) and false polarization because people tend to exaggerate their opponent's extremism and the extent of their conflict (Keltner & Robinson).

In reality, the groups may share more common ground than they expect (Sherman, Nelson, & Ross, 2003), but intergroup bias leads one to "evaluate one's own group (the in-group) or its members more favorably than a nonmembership group (the out-group) or its members" (Hewstone, Rubin, & Willis, 2002, p. 576). Each group, moreover, keeps to itself while belittling the other; when groups are entrenched in their agendas, they hold extreme, sometimes imagined positions, and "exclude moderate, integrative positions from the political discourse and social debates" (Keltner & Robinson, 1996, p. 103).

According to social psychologists, the pivotal change necessary to answer the clarion call for educational reform involves a shift from competition to cooperation by "restructuring the task…or by restructuring the participants' perceptions of the task" (Anderson & Morrow, 1995, p. 1021). Anderson and Morrow refer to the work of Deutsch (1993), explaining that "competitive goal conflict situations create dynamic interpersonal processes that not only allow the argument, anger, and aggression sequence but, in addition, significantly promote it. Similarly, we know that restructuring situations along more cooperative lines can reduce the argument-anger-aggression sequence" (p. 1029). A competitive perspective brings about

aggression, negativity, and conflict while cooperation yields friendliness, pleasant emotions, and willingness to work together (Anderson & Morrow).

Collaboration requires people on both sides to take the bold step and walk across the divisional border, and, through dialogue, to create relationships based on a moral responsibility to improve student learning (Magolda, 2005). Successful partnerships between academic and student affairs are grounded in a commitment to student learning (Schuh, 1999), and actively involve student affairs in the core educational work of the institution. As Astin (1996) states, "The greater priority that the faculty or administration assign to student learning and development as an institutional goal, the greater the respect and support accorded to student affairs" (p. 132). But before setting out to work together and discuss the myriad perspectives on student learning, faculty and student affairs staff ought to begin by reflecting on their own norms and values in order to be conscious of the underlying philosophies that guide their actions and interpretations (Magolda, 2005).

A Shared Ethos Through Mutual Understanding

Partnerships require skills in team building and keen attention not only to the big picture—long-term collaboration—but also to the individual relationships that compose the larger initiative (Fuller & Haugabrook, 2001). Faculty and student affairs personnel need to develop a "shared ethos" (Fuller & Haugabrook, p. 77) for learning and development which requires "coordination and consistency of priorities" (Newton & Smith, 1996, p. 31). A successful way to develop this coordination is for each group to try to "understand the other side's objectives and fears" (Martin & Samels, 2001, p. 94). Martin and Samels describe the experience of an assistant dean for a school of education, and this assistant dean explains that

understanding the other side is accomplished by being "other-centered " (p. 94), where one learns to "think more like the other" (p. 94).

By listening to each other reflect on one's philosophies, academic and student affairs staff members reach out to "the other" in order to "substitute accurate information for erroneous presuppositions" (Sherman et al., 2003, p. 287) and gain insight into their multi-layered culture. It is important to appreciate that a great variety of perspectives exists within the sub-cultures of academic affairs and student affairs (Magolda, 2005). Collaborators, however, should also acknowledge that engaging in cross-divisional dialogue does not mean that there will not be discord. In fact, the opposite is true; the conversations may be "lightning rods for conflict" (Magolda, 2005, p. 21) because they create the opportunity for disagreements to be voiced among diverse individuals. Magolda (2001, 2005) and Rhoads & Tierney (1992) emphasize that conflict must be accepted and embraced in order to facilitate communication, mutual understanding, and educationally-focused partnerships.

The New England Resource Center for Higher Education's think tank for academic and student administrators has found that despite the fact that academic and student affairs have distinct cultures and roles on campus, they share many common issues and concerns (Hirsch & Burack, 2001). Historically, faculty have not been overly concerned with developing educational partnerships with student affairs (Zeller et al., 1989), but student affairs should not consider faculty to be "the enemy…on the on the other side of a competitive contest" (Caple, 1996, p. 40). Both sides must work together to develop an integrated mission that supports a "comprehensive learning environment" (Price, 1999, p. 76). Magolda (2005) argues that "for true collaboration to materialize, far more than the opportunity for collaboration is required; the conditions that allow collaborators to genuinely engage differences must be created" (p. 21). We

must not be satisfied with simply sitting around a table discussing collaboratively-based projects;

we must engage each other in conversations that will help foster cross-cultural understanding.

Conclusion

The topics covered in these first two chapters are summarized in the following two

statements by two of the leading researchers in the study of higher education. In 1985 Astin

posed the following challenge to institutions:

> True excellence lies in the institution's ability to affect students and faculty
> favorably, to enhance their intellectual and scholarly development, and to make a
> positive difference in their lives. The most excellent institutions are, in this view,
> those that have the greatest impact—"add the most value," as economists would
> say—on the student's knowledge and personal development. (pp. 60-61)

Boyer in 1987 cautioned institutions:

> Colleges like to speak of the campus as community, and yet what is being learned
> in most residence halls today has little connection to the classrooms; indeed, it
> may undermine the educational purposes of the college….A question that must be
> asked is, "how can life outside the classroom support the educational mission of
> the college?" (p. 5)

Boyer's question has been at the forefront of discussions within the higher education community

for over a decade, and the challenge lies in focusing on student learning and creating a seamless

learning environment for students so that they become involved and engaged as learners in all

facets of campus life.

Although it is evident that the "winds of change are swirling through most college and

university campuses" (Ender et al., 1996, p. 16), leaders are challenged to understand the

intricacies of their communities in order to inspire faculty and staff to develop an educational

program where the in- and out-of-class lives of students complement each other (Terenzini,

1999). To achieve this, Guarasci (2001) emphasizes the importance of placing learning at the

center of all institutional operations:

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> Student success occurs within a crucible of good intentions. It requires delicate work, carefully orchestrated to support students, placing learning at the center of campus life. Without an alliance for learning between academic and student affairs, the institutional commitment to student achievement remains disjointed at minimum, if not shallow in practice. (p. 101)

Students' non-academic lives have a mediating effect on their intellectual growth. In the best of circumstances, the extra-curriculum promotes and reinforces students' intellectual development and in the worst of cases it is inhibiting (Terenzini). Given the common interest between academic and student affairs in student learning, both groups should speak with a "unified voice" (Schroeder, 1996, p. 2) to increase the likelihood that students' in- and out-of-class lives are mutually reinforcing.

The development of a seamless learning environment depends on cross-cultural understanding and action by faculty and student affairs staff. Faculty and staff must be mutually respectful, and each side must cede some power and control within their own realms in order to empower the other (Senge, 1990b; Sandeen, 2004). This educational movement would help faculty to shift from an instruction paradigm to a learning paradigm (Barr & Tagg, 1995), allow student affairs personnel to be "seen as full members of the educational team of the college" (Kuh et al., 1991, p. 173), develop in students (Schlossberg, 1989) and staff (Mills, 1989) a sense of mattering while creating an educational experience that is consistent and connected (Ender et al., 1996; Schuh, 1999).

Jerome Bruner (1996), in *The Culture of Education*, reinforces the educational value of weaving content and context together in saying that "even if we are the only species that 'teaches deliberately' and 'out of context of use,' this does not mean that we should convert this evolutionary step into a fetish" (p. 22). Learning without context should be avoided because only an integrated educational experience best prepares students to learn from experience and make

connections between theory and practice. The integration allows students to practice engaging

their communities as adults sensitive to complex interdependencies and apply skills that allow

them to synthesize information from multiple sources (Huber, Hutchings, & Gale, 2005).

Enhancing student engagement and learning is the core rationale for forming a holistic,

integrated, seamless approach to collegiate education.

The goal of this study is to understand the academic and student affairs cultures at one

institution by exploring the perceptions of faculty and student affairs staff relating to their own

and each other's roles on campus. This type of cultural investigation is a first step in helping to

move a campus from isolated academic and student affairs silos to an integrated whole.

CHAPTER THREE
METHODOLOGY

The methods chapter includes two parts. Part I offers background on ethnography as the methodological tradition of the research project. It delves specifically into the notion of culture and how people make meaning of their experience through their perceptions and interpretations of their work environment. Part II describes, in detail, the strategies employed in the field and during analysis to interpret participants' perceptions of Crossroads University, their roles on campus, and the potential for cross-divisional partnership.

Part I – Methodological Tradition

Ethnography is the methodological tradition that underlies this study. Ethnography, according to Patton (2002), focuses on asking "what is the culture of this group of people?" (p. 81). My orientation to ethnography is constructivist. According to Patton, foundational questions of the constructivist approach include the following: "How have the people in this setting constructed reality? What are their reported perceptions, 'truths,' explanations, beliefs, and worldview? What are the consequences of their constructions for their behaviors and for those with whom they interact?" (p. 96). Van Maanen (1988) explains that an ethnography as finished product "is [a] written representation of a culture" (p. 1). Ethnography as a methodological process involves "learning from people" (Spradley, 1979). As Malinowski (1922) states, the goal of ethnography is "to grasp the native's point of view, his relation to life, to realize his vision of his world" (p. 25). As an ethnographer, one is concerned with individuals' thoughts and actions as well as with the context within which they live (Wolcott, 1997). To accomplish these tasks, ethnographers proceed inductively (Fetterman, 1998) and stress discovery without presuming answers (LeCompte & Schensul, 1999).

The focus of ethnography is "culture," which Spradley (1979) defines as "the acquired knowledge that people use to interpret experience and generate social behavior" (p. 5), and it is this knowledge that "people have learned as members of a group" (p. 7). My approach to this study focuses on the cognitive definition of culture, which "comprises the ideas, beliefs, and knowledge that characterize a particular group of people" (Fetterman, 1998, p. 17). The constructivist stance to this study is consistent with LeCompte and Schensul's (1999) conception of culture as "an abstract construct put together or 'constructed' as people interact with each other and participate in shared activities" (p. 49).

The constructivist approach acknowledges that people have different experiences and perceptions and these different perceptions are interpreted in terms of their effect on a group (Patton, 2002). People's knowledge and their sense of reality are created in an interactive process (Guba & Lincoln, 1989) through social exchange (Schwandt, 1994). In addition, the constructivist approach, epistemologically, asserts "that it is impossible to separate the inquirer from the inquired into. It is precisely their interaction that creates the data that will emerge from the inquiry" (Guba & Lincoln, p. 88). The influence of the constructivist stance on this study will be reflected in the methods outlined later in the chapter.

Culture

In focusing on culture, this project identifies "beliefs, guiding premises and assumptions, norms, rituals, and customs and practices that influence the actions of individuals and groups and the meanings that people give to events in a particular setting" (Kuh & Whitt, 1988, p. iii). In order to study organizational culture, Schein (1992) identified a conceptual hierarchy made up of artifacts, values, and basic assumptions and beliefs. "Artifacts" are symbols of culture which carry with them meaning and emotion (Kuh & Whitt; Schein). Schein's definition of artifacts is

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consistent with Geertz's (1973) characterization that "meanings are 'stored' in symbols" (p.

127). According to Schein, the second level of culture consists of "values," "widely held beliefs

or sentiments about the importance of certain goals, activities, relationships and feelings" (Kuh

& Whitt, p. 23). The third level is "basic assumptions," which are "theories-in-use" (Schein, p.

22) and "consist of basic, often unstated, assumptions that undergird artifacts and values" (Kuh

& Whitt, p. 25). This study explores the three levels of culture, as defined by Schein, within the

context of the academic and student affairs subcultures and investigates how the subcultures

influence the way that faculty and student affairs staff perceive their own and each other's roles

as educators.

Perception and Interpretation

As an ethnography examining the culture and subcultures of one institution, this study is

based on perception and interpretation. As Geertz (1973) states:

> Man is an animal suspended in webs of significance he himself has spun, I take culture to
> be those webs, and the analysis of it to be therefore not an experimental science in search
> of law but an interpretive one in search of meaning. (p. 5)

The meaning-making process is rooted in psychology:

> The recognition that human beings actively construe and even construct the phenomena
> they encounter, and the further recognition that the impact of any objective stimulus
> depends on the subjective meaning attached to it by the actor, have long been among
> psychology's most important intellectual contributions. (Robinson, Keltner, Ward, &
> Ross, 1995, p. 404)

Studying culture is studying interpretation because what each person observes and how he or she

interprets it varies. People's reality is based on perception and interpretation, and individuals do

not interpret reality similarly; in addition, the meaning that people derive from a given situation

is continuously negotiated (Kuh & Hall, 1993; Louis, 1992; Tierney, 1989). There is also yet

another layer of interpretation added by my role as researcher compiling and making meaning of what people shared with me during my fieldwork on campus.

This study will go beyond the surface observations of day-to-day life on campus to understand the underlying meanings that academic and student affairs staff construct. As a result, the information shared about this case cannot be based on objective reality. As Denzin and Lincoln (2005) state: "Objective reality can never be captured. We know a thing only through its representations" (p. 5). It is different people's perceptions of reality that together tell a story of Crossroads University. I caution readers about this in the same way that I cautioned participants in a cover letter I sent them during the member check process. The letter read:

> The organization of the results and the content itself illustrate my interpretation of what I observed, heard in meetings, read in documents, and heard in interviews.…These interpretations are based on people's perceptions. You may read something and feel the instinct to say "but that's not true" or "that didn't happen that way." This study is not about trying to uncover the institutional reality with all the accurate facts and figures. The goal is to understand perceptions and how those perceptions help explain people's "reality" of Crossroads that motivate them to think about institutional issues and goals in their own particular ways.

Each person operates from their "paradigms," frames of reference made up of assumptions that are informed by the cultures they are a part of in their professional and personal lives. The paradigms and cultures in a person's life influence the lens he or she uses to make sense out of a situation. Fried (1995) defines "lens" as "a metaphor for the particular paradigm an individual uses to view and interpret a situation at a particular time in a particular context. Lenses can be understood as the interpretive framework in which individual experience and cultural heritage combine" (p. 24). As a qualitative researcher, my role is to uncover these lenses, understand how individuals make meaning from their particular lens, and describe how people's many lenses connect and weave together. My role, as described by Denzin and Lincoln is to serve as an "interpretive bricoleur" whose product "is a complex, quiltlike bricolage, a reflexive collage or

montage—a set of fluid, interconnected images and representations. This interpretive structure is like a quilt, a performance text, a sequence of representations connecting the parts to the whole" (p. 6). The quiltlike bricolage presented in this dissertation brings to light the lenses people are using to interpret academic and student affairs roles and the potential for partnership at Crossroads University.

Part II – Research Methods

This project is an ethnographic study of a liberal arts institution, Crossroads University. This institution was chosen because it was completing a vision document that emphasized increased collaboration between academic and student affairs. The following paragraph captures one of the goals of the university's vision for the future:

> Despite the long recognized opportunity, Academic Affairs and Student Affairs divisions typically do not work together in substantial ways on most campuses. Rarely has an effort been made to crosscheck and reconcile Student Affairs goals with the academic goals of the university. As an initiative of Planning for 2010, Crossroads' Academic Affairs and Student Affairs divisions will explore the educational goals established by each, will identify areas of potential conflict that need to be reconciled, and will then work to bring our collective efforts into alignment in ways that recognize the primacy of the academic mission and foster a supportive intellectual climate in the Crossroads community. (Crossroads University, 2003a, p. 11)

I also chose Crossroads because my personal relationship with the institution—as an undergraduate and graduate student, alumnus, and administrator—sensitized me to some of the apparent struggles between academic and student affairs. Given my commitment to Crossroads, I concluded that my research could assist the institution as its leaders plan for the future. Schein's (1991) perspective on studying culture supports my selection of Crossroads University because he believes that "sometimes one learns most about what culture is, how it operates, and what its implications are when one is helping an organization to solve real problems" (p. 247). Schein, as well as LeCompte and Schensul (1999), argue that it is during these moments in the history of an

organization that people can be more forthcoming with information and willing to disclose their

true thoughts and feelings. This openness provides the researcher with information that facilitates

the process of identifying shared beliefs and emerging patterns.

I chose the ethnographic method for this study because it allowed me to investigate the

academic and student affairs cultures and individuals' perspectives on the role of the educator in

its natural setting. Focusing on the role of the educator makes this project a topic-oriented

ethnography (Spradley, 1980), and an example of strategic research (LeCompte & Schensul,

1999; Spradley, 1979). I provide insights into the experiences of faculty and student affairs that

will assist Crossroads and other institutions in reaching goals such as the one stated in

Crossroads' vision document.

Fieldwork is the foundation of ethnographic research design (Fetterman, 1998) and

involves becoming a part of the everyday lives of the people of interest within their environment.

It "asks the researcher, as far as possible, to share firsthand the environment, problems,

background, language, rituals, and social relations of a more-or-less bounded and specified group

of people" (Van Maanen, 1988, p. 3). The goal during the fieldwork stage of the study was to

make cultural inferences from what people say, what they do, and the artifacts they use (Spradley

1979). The central task for me was to understand people's day-to-day lives from their "native"

point of view. This was accomplished through interviews and observations of individuals within

academic and student affairs in common, natural settings (Van Maanen, 1983).

I gained entry to Crossroads University by coordinating a meeting with the chief student

affairs officer, vice president for student affairs (VPSA), and the chief academic affairs officer,

the provost. At the meeting, we discussed the purpose of my study, my interests in their

institution, my research plan, and how their institution could benefit from the results (Jorgensen,

1989). Both officers were supportive and enthusiastic about the potential of the research and agreed to allow me to study their institution. With their endorsement of the project, I gained access to people centrally and peripherally involved with the topics of interest for the study. Over the course of the data collection period, I sought permission from various other campus leaders in order to observe limited entry social and work-related situations (Spradley, 1980), such as department, committee, and other special meetings.

I used a three-pronged approach to data collection, employing interviews, participant observation, and artifact analysis, and I used these methods while on-site at the campus for a full academic year (August 2003 through May 2004), beginning with new student orientation and concluding with commencement (Fetterman, 1998; Wolcott, 1975). The use of these three techniques "reduces the risk of chance associations and of systematic biases due to a specific method, and allows a better assessment of the generality of the explanations" developed (Maxwell, 1996, pp. 93-94). The data collected employing these three methods helped identify the emergent patterns and themes regarding the role of the educator, as well as faculty and staff's perspectives on the potential for collaboration between the divisions. It is important to note that in the results chapters I present most of the data in the form of contributions during interviews. This should not devalue the importance of both participant observation and artifact analysis. Both of the latter two strategies provided me with information that I further explored during interviews in order to understand people's perceptions of the campus culture. Although this dissertation appears to favor interview material, the fieldwork and analysis involved weaving the material from the three strategies very tightly together.

Interviews

A first strategy for data collection included multiple, semi-structured interviews with faculty and academic and student affairs administrators. In a few cases, I interviewed students and staff outside of academics and student affairs to explore particular questions that arose from on-site analysis. Interviewees chose whether they wanted to have their interview recorded and their choice was noted on the informed consent form (see Appendix A). Interviews consisted of both formally scheduled sessions as well as informal, casual conversations (Fetterman, 1998). During formal interviews in the fall semester, I used descriptive grand tour questions to gain a broad perspective on the nature of the institution, the divisions, and people's experiences. These questions helped to define the boundaries of the study and to identify preliminary topics of interest to investigate further (Fetterman; Spradley, 1979). During the second semester, I re-interviewed individuals and explored particular topics with new participants. Throughout these interviews, I asked mini-tour questions about particular areas of interest, and about examples and experiences that provided details of people's knowledge on specific topics (Jorgensen, 1989); I also asked contrast questions to clarify different perspectives (Spradley). Although, I began each semester with an interview protocol (see Appendix B), these questions changed over the course of each semester as a result of ongoing analysis that brought to light emergent patterns and topics of interest (Spradley).

Throughout the fieldwork period I invited, either in person or via email, potential participants to be interviewed, and they were given the option to be involved in the project (see Appendix C for the Recruitment Protocol). The sample of participants initially developed from observing various divisional and institutional committee meetings; some of the first people I spoke with were committee members from the first month of observations. Beyond the first

group of interviewees, the sample grew through reputational selection from suggestions made by upper administration and continued to build through chain referral selection (Schensul, Schensul, & LeCompte, 1999) or snowball technique (Jorgensen, 1989; Krathwohl, 1998). I asked faculty and administrators to refer me to colleagues they believed would provide valuable insights. Lastly, the sample developed through the use of purposive (Krathwohl) and judgmental selection (Fetterman, 1998). I used my judgment to select the most appropriate members of the university to observe or interview based on on-site data analysis. I selected personnel because of their potential for answering questions regarding emergent themes (LeCompte & Schensul, 1999).

The vast majority of the sample represents faculty and administrators from the various departments and offices of the academic and student affairs divisions. Over the course of the year, I conducted 154 recorded formal interviews with 96 faculty, administrators, and students (58 males, 38 females):

- Executive Leadership (6 total)
    - 4 vice presidents (all males)
    - 2 administrators (1 male, 1 female)

- Academic Affairs Administrators (11 total)
    - 6 males
    - 5 females

- Faculty (50 total)
    - 37 males
    - 13 females

    - 40 tenured
    - 10 untenured

    - 11 in humanities
    - 11 in natural sciences
    - 15 in social sciences
    - 6 in professional studies
    - 7 in social sciences/professional studies

- Student Affairs (22 total)
    - 10 males
    - 12 females

    - 11 senior-level
    - 5 mid-level
    - 6 entry-level

- Other (7 total)
    - 5 Students (all females)
    - 2 Staff with roles in both academic and student affairs (both females and mid-level administrators)

Within the group of participants interviewed and observed, I identified four key informants, two in student affairs and two in academic affairs (Fetterman, 1998; Spradley, 1979). I chose these informants on the basis of their broad knowledge of the institution and their area of work (Schensul et al., 1999). As Spradley explains, good key informants are people who "know their culture so well they no longer think about it. They do things automatically from years and years of practice (p. 47)….They have years of informal experience" (p. 48). I met with key informants for multiple formal and informal conversations in order to understand the nuances of each of the divisions and to gain insight into the patterns that emerged from my analysis (Fetterman).

Participant Observation

The second component of data collection was participant observation. I observed everyday activities related to developing and implementing academic and student affairs initiatives. The chief officers in academic and student affairs initially suggested a list of meetings that I should consider observing, and following that initial set, I employed the snowball and purposive sampling strategies to identify additional instances for observation (Jorgensen, 1989). I was sensitive to recognizing that "settings and situations range…from visible to invisible, frontstage to backstage, and open to closed" (Jorgensen, p. 52). I was constantly aware of potentially valuable observation settings as well as keenly aware of individuals who could assist me in identifying and gaining entry to sites. Over the course of the academic year, I attended roughly 250 separate meetings and events.

At these meetings, I was interested in observing people's behavior, inquiring about the meaning behind the behavior (Spradley, 1980) and understanding, from participants' perspectives, why things happened as they did (Jorgensen, 1989). My role as observer vacillated

from passive participant (Spradley) to participant as observer (Jorgensen). In the former capacity, I presented myself as more of an observer than a participant and in the latter I occasionally engaged as a moderate participant involved in discussions, but consciously sought to "maintain a balance between being an insider and an outsider" (Spradley, pp. 59-60). Regularly observing committee meetings helped to establish rapport and gain the trust of community members, which was critical to the success of my observations (Jorgensen) and subsequent interviews.

Initial observations were unfocused, allowing me to gain a broad understanding of the setting. This initial stage was followed by focused observations, which drew my attention to areas of specific interest (Jorgensen, 1989). I attended key university events and programs such as new student orientation, matriculation, convocation, and commencement, as well as multiple sessions of regularly scheduled meetings, such as department meetings, faculty meetings, and administrative staff meetings (Spradley, 1980). My task during observations was to learn everything I could about the individuals involved, their perceptions of their environment, and the challenges they faced. I wanted the participants to teach me the intricacies of their work as I attempted to see the world from their perspective (Spradley, 1979). I paid attention to three main areas: (1) what people said; (2) the signs and symbols present in both the physical setting and individual characteristics, for example, proxemics (socially defined distance between people) and kinesics (body language) (Fetterman, 1998, Jorgensen); and (3) and my own experience as a participant in the social situation (Spradley, 1980).

Artifact Analysis

The third approach of the study was artifact analysis, which involved examining current university planning documents, meeting minutes, admissions and public relations publications, and other campus reports in order to discover patterns within the texts and to learn the

organization's espoused objectives (Fetterman, 1998). The data collected in the first two data collection strategies helped me to identify the documents to be reviewed; the interviews provided a setting in which to ask participants about various documents and their contents.

Ethical Issues

Participant and Institutional Identity

Throughout the data collection process and in writing the dissertation, the identity of individuals was protected using a numerical system. Each person was assigned a number which was then used on participant tracking spreadsheets to label interview audio recordings and transcripts, and to identify participants' contributions in drafts of the dissertation. The final dissertation does not identify people by number; instead, I provide specific descriptors in parentheses within quotations or paraphrased sections:

Executive and Administrative Staff Citations:
- Gender (F-female, M-male)
- Position (VP-vice president, AD-administrator)
- Example (M, AD) – Male administrator

Professor Citations:
- Gender (F-female, M-male)
- Tenure Status (UT-untenured, T-tenured)
- Academic Classification (HU-humanities, SS-social sciences, NS-natural sciences/mathematics, PS-professional studies, SS/PS-social sciences and professional studies)
- Example (F, UT, HU) – Female untenured professor in humanities

Academic and Student Affairs Administrative Staff Citations:
- Gender (F-female, M-male)
- Division (AA-academic affairs, SA-student affairs, SA/AA-cross-divisional overlapping role)
- Position (AD-academic affairs administrator, SR-student affairs senior administrator, ML-student affairs mid-level administrator, EL-student affairs entry-level administrator)
- Example (M, SA, EL) – Male entry-level student affairs administrator

Participants determined which of the identity and role descriptors noted above I was authorized to use in my written material. We discussed this matter before the first interview as they reviewed the informed consent form and also through follow-up email communications (see Appendix A). On the informed concept form, participants also noted whether they authorized me to use their title/position in my writing. Several people authorized me to do this, but in only two cases did I consistently incorporate that information into the results and discussion. Both the provost and VPSA authorized me to use their titles. It was important to connect their role to their statements due to their leadership positions on campus. In a few other cases titles/positions were used with permission because the material easily revealed the person's role (e.g., the director of career development when talking about the operations of that office). When people's names are presented (e.g., the last three university presidents), they are pseudonyms. Beyond individuals, a pseudonym, Crossroads University, is used to identify the institution, however, the institution's identity may be revealed by someone identifying my institutional affiliation at the time of the research (Punch, 1994).

While I did not regularly use pseudonyms for people and instead employed a more stringent approach to hiding people's identities, the cautionary notes by Fetterman (1998) and Miles (1983) still apply: "In some instances, pseudonyms are not very helpful. Tribal villages have only one chief as a rule, schools have only one principal, and social programs have one director. Pseudonyms, however, can still protect these individuals from the researcher's larger audience" (p. 143). Miles goes on to say that in his experience, "there is no possibility of real anonymity inside the site. Even with pseudonyms, everyone in the case [knows] exactly who [is] who" (p. 128). Consequently, when I spoke with participants before interviews, we discussed the fact that I planned to make every attempt to protect their identity, although it could be

unintentionally compromised within the institution and local community due to people's intimate

knowledge of the setting and campus community members (Punch, 1994).

In late August 2003, I sent a letter (see Appendix C) to all faculty, and academic and

student affairs administrators. I explained the purpose of the study, briefly highlighting my data

collection methods and specifying the duration of the study. The letter included a photograph of

myself so that participants were able to recognize me on campus. Before beginning all

interviews, I requested that each participant review and sign the informed consent form. I also

sought permission from department, committee, or meeting chairs whenever I was interested in

attending closed or private meetings. At the beginning of all closed/private meetings, I

introduced myself and briefly explained the reason for my presence. Faculty and staff were given

the opportunity to ask me questions, share their thoughts or concerns regarding my presence, and

request that I not attend the meeting. There were two meetings that I was not allowed to observe:

the academic affairs senior staff meeting and the president's staff meeting. In addition, I was

occasionally asked to step out of meetings if the discussion involved personnel matters or

confidential student information.

Researcher Relationship with the Institution

I have extensive experience at Crossroads University. I earned a Bachelor of Arts degree

and a Master of Science in Education degree from the university. I left the institution for one

year and then returned to take a full-time position as a residential life coordinator. I served the

university in that position for two years before shifting to a part-time position as a residence

manager while continuing my doctoral coursework. I continued to work as a residence manager

during the fieldwork year of this study (2003-2004). Particularly from 1999 to 2003, I carefully

observed the campus culture, and from that experience emerged my interest in the topic of this

study. The development of a research interest from personal experience is not unusual (Jorgensen, 1989), but during fieldwork and analysis, it was important to remain aware of the potential for bias as a result of my experiences. Fetterman (1998) notes: "Biases serve both positive and negative functions. When controlled, biases can focus and limit the researcher effort. When uncontrolled, they can undermine the quality of ethnographic research" (p. 1).

As the sole researcher, I remained intimately aware of the potential for bias through every facet of the study due to my affiliation with Crossroads University. Nathan (2005) and Glesne (1999) warn that there are many potential problems to consider when performing "backyard research" (Glesne, p. 26), such as balancing the researcher role and professional role, becoming desensitized to familiar cultural markers, and possibly uncovering "dangerous knowledge or information that is politically risky" (p. 27).

Beyond the problems, though, Glesne (1999) identifies many benefits to "backyard research" including access, established rapport, and reduced time for a variety of data gathering steps. I believe that my history as part of the institution and my relationships with many individuals on campus allowed me to enter the field recognizing opportunities that would accelerate my understanding of the nuances of the institutional and divisional cultures. Before beginning this research project, my familiarity with Crossroads developed over eleven years as I experienced and participated in the campus culture as an undergraduate student, graduate student, professional staff member, and researcher. My years as a devoted student and active alumnus earned me a high level of trust among many people who assisted in giving me access and who shared their personal perspectives with regards to the university and their experience. The fact that I was familiar to many people on campus minimized the awkwardness and potential discomfort in speaking with a researcher. Moreover, the sense of trust was also hastened because

I was recognized as someone genuinely interested in providing information to the institution that could assist in advancing its goals. These factors have helped me construct a comprehensive description of Crossroads University through the lenses of the people I spoke with and observed.

At the outset of the study, I wrote a journal entry outlining my experience at Crossroads and explaining my preconceived notions of the academic and student affairs cultures. This task helped me bring to the surface my *a priori* thoughts regarding the research setting and research questions in order to be sensitive to the bias I brought to the project. Jorgensen (1989) warns that "when going into the field with an idea about what is problematic, it is important to remain open to the wildest range of findings, including the possibility that your initial idea is inappropriate or completely mistaken" (p. 30). I continued my journal writing throughout the majority of the fieldwork as part of the data analysis process and in order to reflect on my personal experience in the field.

While in the field, I was aware of the need to "normalize my presence" (Jorgensen, 1989, p. 74) and be aware of my relationships in the field. Jorgensen underscores this in acknowledging that "social life is political: Friendly and trusting relations with one set of insiders may result in unfriendly and hostile relations on the part of others in the setting" (p. 78). I was particularly self-conscious of this issue with faculty who may have believed that I positioned myself on the "student affairs side" and was in search of faults in faculty. I needed to be sure to develop a sense of trust with people so that I was considered impartial in my data collection despite my employment experience in student affairs.

Additional Cautionary Notes to Consider During Fieldwork

In terms of the information I was hearing, observing, and reading, it was also important to keep three things in mind. First, I recognized that the opinions and perspectives of faculty and

staff within each of the divisions were not homogenous; there are both intercultural and

intracultural differences (Fetterman, 1998). Second, the individuals I interviewed were all highly

educated. Most participants in student affairs had master's degrees, and most upper

administration and faculty held doctoral degrees. Fetterman warns that with highly educated

participants, one needs to be sure to "[emphasize] the concrete and [tie] abstractions down to

reality" (p. 50). Third, when observing participants, information came in two forms: operational

data and presentational data. "Operational data" is the spontaneous information gathered daily

while observing the lives of participants as they proceed through their normal activities and

conversations, while "presentational data" is the idealized behaviors and statements made by

participants to enhance their persona in light of my presence (Miles, 1983; Van Maanen, 1983).

This problem is also called "reactivity" (Bernard, 2002). Labov (1972) described similar

concerns in reference to the interview setting. He coined the term "observer's paradox" to

explain the inherent difficulty in analyzing what a person is saying when one is collecting data

by systematically observing and listening to participants in formal interviews where interviewees

may be saying what they think you expect them to say. Bernard refers to an additional similar

possible and problematic scenario where participants tell the researcher what they think the

researcher wants to know because the participants do not want to offend the researcher. This

condition is called the "deference effect" or the "acquiescence effect." As recommended by

Jorgensen (1989), I constantly interpreted and evaluated information in terms of who was

"providing it, the degree and character of the relationship involved, and the situations and

settings" (p. 71) within which I was engaged. Consistent with Bernard's recommendations, I also

tried to become as familiar as possible with the participants so that my presence would become

more normal in observation settings and my familiarity with participants would help them feel

comfortable being themselves in the interview settings. Bernard explains, "Presence builds trust. Trust lowers reactivity. Lower reactivity means higher validity of data" (p. 334).

In light of my experience at the institution, I also made sure that participants did not use shorthand in describing situations because they assumed that I was familiar with what they were discussing (Spradley, 1979). In addition, with all participants, but particularly with key informants, with whom I had ongoing frequent contact, I needed to be sure that people did not begin to take on my theoretical and conceptual framework and as a result distort their insider's perspective (Fetterman, 1998).

Data Analysis

I collected data in the form of field notes and voice recordings. I recorded formal interviews using an Olympus DS330 Digital Recorder. I transferred audio files to a main computer, distributed them to multiple transcriptionists who transcribed the interviews, and the audio files were deleted from transcriptionists' computers when completed. All the transcripts were double checked for accuracy.

Fieldnotes were written in a two-step process. First, I wrote on-site notes during interviews and observations. These notes consisted of phrases, single words, and unconnected sentences used as reminders to be explicated later. These notes also included initial interpretations and hunches. The second step involved using the information in the initial notes to type detailed, extended fieldnotes on the experience. I sought to complete this step within 12 to 24 hours of an interview or observation (Fetterman, 1998; Jorgensen, 1989; Spradley, 1979).

As mentioned earlier, through most of the fieldwork period I kept a daily journal of my thoughts and insights. This diary provided me with the opportunity to do ongoing analysis of interviews and observations before the formal analysis that followed the fieldwork. I also noted

my personal feelings and impressions of the field experience and data collection process. As

Jorgensen (1989) explains:

> If only for therapeutic reasons, it is useful to note your fears, apprehensions, mistakes, and misadventures as well as your excitements, successes, and major accomplishments. It is also valuable to note guesses, hunches, suspicions, predictions, and areas of neglect as well as topics in need of subsequent inquiry. (p. 100)

The notes taken in the personal journal were critical throughout the data analysis process both

on- and off-site (Bogdan & Biklen, 2003; Spradley, 1979).

Data analysis took place throughout the data collection process and continued in a more

in-depth fashion after I left the field. My experience with the analysis was typical of

ethnography, where data analysis is a cyclical pattern building process (Fetterman, 1998). To

facilitate the coding process, I used a computer software program, *Atlas Ti*. The analysis

proceeded according to Kvale's (1996) and Bogdan and Biklen's (2003) recommendations for

qualitative data analysis. First, through the process of meaning condensation, I reduced the

interview and observation narratives into succinct meaning units. Second, through the process of

meaning categorization, I coded the meaning units. The categories were developed from the

field, from the literature reviewed earlier, and from my own experience as a researcher and a

student affairs professional (Kvale).

To interpret the data, I identified patterns and themes and created interpretive diagrams or

models to help me visualize how the meaning units were related to each other and to enhance my

understanding of academic and student affairs cultures (Angrosino, 2002; Bogdan & Biklen,

2003; Spradley, 1979). I also explored whether existing theory provided a context in which to

better understand the data (Jorgensen, 1989; Kvale, 1996; LeCompte & Schensul, 1999). The

theories and research literature that I relied on most heavily were situated in organizational

theory and learning theory. Because my study focuses on organizational culture, organizational

theory provided a foundation for interpreting the data (e.g., intraorganizational power). In

addition, learning theories and related research also served as foundational background

information in helping to understand the views participants in academic and student affairs

expressed regarding the role of the educator (e.g., Dewey's and Hutchins' philosophies of

education).

Research Validity

As explained earlier, the central characteristic of ethnographic research is the researcher's

long-term participation with the group of interest. As Fetterman (1998) states, "working with

people, day in and day out, for long periods of time is what gives ethnographic research its

validity and vitality" (p. 36). As the ethnographer and therefore the primary research instrument

(Schensul et al., 1999), the validity of the research depended on my collecting adequate amounts

of information and presenting it in such a way that I captured the participant point of view.

Several steps were taken to address the validity of this study (Jorgensen, 1989).

A first strategy, as described earlier, was to triangulate sources of data (Creswell, 1998;

LeCompte & Schensul, 1999; Fetterman, 1998). I purposefully chose to use three different

methods to collect data. Interviews, participant observation, and artifact analysis provided me

with the opportunity to look into the two subcultures of interest from different angles on the

same issues. These methods also provided the opportunity to overlap data to confirm themes and

meanings identified in the analysis. The process of triangulating among sources of information,

both in terms of the format of information and the individuals providing it, allowed me to test

alternative explanations for phenomena and the quality of the information sources (Fetterman).

As the primary research instrument, however, information was filtered through my subjective lenses; therefore, it was imperative that I be intimately aware of my biases. As a result, a second strategy, which was also described earlier, involved writing, *a priori*, about my previous experience in the setting and my preconceived notions of what I believed was taking place at the institution (Merriam, 1988; Schensul et al., 1999). The journal writing continued throughout much of the fieldwork so that I could continue to reflect on my biases, my personal experience in the field, and my interpretations of the case.

Another strategy to address validity is member checks (Creswell, 1998). In order to combine both the emic (participant) view and the "etic or external social scientific perspective" (Fetterman, 1998, p. 11) in the analysis process, I engaged participants in conversations about emergent themes and asked them to review drafts of my findings. During the fieldwork period, I spoke with participants, particularly the key informants, about my preliminary findings and asked for further clarification on information they shared during previous interviews or observations (Miles, 1983; Stake, 1995). As Kvale (1996) explains, "in a continuation of a 'self-correcting' interview, the subjects get an opportunity to comment on the interviewer's interpretations as well as to elaborate on their own original statements" (p. 190). Later in the analysis process, I specifically contacted particular participants and the participants whose contributions were included in the results and discussion (see Appendix C). I shared with them the draft results chapters and the discussion and asked for their thoughts on my interpretation of both their contributions and the case as a whole. There were few objections to the results and discussion material, and I used participants' feedback to rewrite portions of the draft when they shared information that helped clarify a point or where they felt that I needed to provide further explanation. Involving participants in the analysis provided them with an opportunity to take part

in the research process and to address the validity of my interpretations (Bogdan & Biklen, 2003; Fetterman; Spradley, 1979).

A final note regarding validity pertains to the external validity. A criticism of ethnographic studies is that they are not generalizable to other settings due to the single case design (Schensul et al., 1999; Stake, 1995). Guba and Lincoln (1981, 1982) underscore the importance of providing a detailed description of the case and the phenomena under study so that the reader can decide if the results are transferable and can be used to understand other sites. This conceptualization of external validity for qualitative research has motivated Guba and Lincoln (1981, 1982) to replace the concept of "generalizability" with the concept of "fittingness." Along this same vein, Stake and Trumbull (1982) coined the term "naturalistic generalization," where "the reader comes to know some things told, as if he or she had experienced them" (Stake, 1994, p. 240). In designing this study and in writing about Crossroads University, I have continuously considered Stake's (1995) recommendations for providing a case in which the reader can develop naturalistic generalization. The methods chosen, the ethical issues acknowledged, and the validation steps outlined, when taken into consideration in the field and in the analysis, provided the framework that enabled me to write a dissertation that allows readers to experience the data and evaluate the fittingness of the case and its component topics to their own settings.

Limitations

Ethnography provides a window into a culture but not without limitations. Limitations of research projects emerge the moment that one begins to design a study. With every decision, there are a series of limitations that need to be taken into consideration. Throughout the fieldwork period, I committed myself to collecting as much information as possible about

Crossroads University and its staff. This allowed me to gain insight into the emic or insider's perspective and learn about the nuances that differentiated people's perspectives and experiences. What is presented in the following pages is that insider's perspective, but it cannot be divorced from the etic or external social scientific perspective. The material selected, the organization of that material, and the resulting conclusions about Crossroads ultimately derives from my interpretation of what I saw, heard, and read on campus during the 2003-2004 academic year.

Another limitation is the absence of a quantitative component to this study and therefore I do not enumerate how extensive a particular perspective or opinion is by using numerical values. The reader, therefore, cannot compare the pervasiveness of one opinion to another. In addition, in an effort to protect people's identities, the participant citations are kept generic, which limits a reader's ability to link perspectives expressed by particular participants to gain greater clarity and understanding of those involved with this research project. As a result, in paraphrasing Glesne (1999), the credibility of my findings and interpretations depends on my careful attention to establishing trustworthiness.

The reader's trust in me hopefully began to develop in the preceding pages as I presented the inherent limitations to this study and the steps I took to minimize their effect on the final product. Issues such as bias, internal and external validity, and the various cautionary notes regarding data collection hazards can potentially affect the outcome and value of the study. I have acknowledged these threats and outlined ways in which I addressed them in the field and beyond.

Lastly, before delving into the results and discussion, I want to emphasize that constructivist research does not address causality, though some participants share their

perspectives on potential causal relationships. In addition, this study examines the institutional culture of one university and therefore prevents generalizability, though the institutional issues and faculty and staff struggles are not idiosyncratic to this university. The fundamental goal of this study is to shed light on the cultural influences of academic and student affairs in a manner that *sensitizes* readers to faculty and staff's perceptions of the role of the educator and elements that influence the potential for cross-divisional partnership. The eight results chapters that follow contain a wealth of material from the insider's perspective and these contributions are organized in a manner that is designed to consider the research questions within the context of Crossroads University in as thorough a manner as possible. The selected material avoids the "atypical" and represents "typical or characteristic" perspectives and patterns (Fetterman, 1998). The richness of this material, I hope, will continue to build readers' trust in me as a researcher and in the study's description of Crossroads University.

CHAPTER FOUR
CROSSROADS UNIVERSITY

Crossroads University is located in a rural setting in the eastern third of the United States. It is an undergraduate liberal arts institution with professional programs and a comparatively small percentage of students in master's programs. The Carnegie Foundation for the Advancement of Teaching (n.d.) classifies Crossroads within undergraduate programs as "arts and sciences plus professions with some graduate coexistence." The university offers professional programs in engineering, management, education, and music. Nearly all Crossroads students live on-campus with a small cadre of upperclass students living off-campus in a downtown area adjacent to the university. *U.S. News and World Report* (2004) describes Crossroads as a "most selective" institution, extending offers of admission to between 30 and 35% of applicants during the 2003-2004 academic year. Crossroads fields athletic teams that compete in Division I-AA.

Organizationally, five vice presidents report to the president, including the provost and the vice presidents of student affairs, finance and administration, university relations, and enrollment management. The provost leads academic affairs, with the deans of the College of Arts and Sciences and College of Engineering reporting to him. These deans supervise assistant and associate deans, directors, and the academic departments and programs within their respective colleges. The provost also supervises assistant and associate vice presidents who oversee graduate studies, summer school, and other academic-related services. Other direct reports to the provost include directors of institutional research and assessment, international education, the center for poetry, the art gallery, cultural events, the writing program, service learning, and the university press.

Student affairs includes two large divisional subunits, Student Life and Athletics and Recreation, which report to the vice president for student affairs (VPSA). In addition to the dean of students who supervises Student Life and the director of athletics who supervises Athletics and Recreation, the VPSA also directly oversees the director of public safety, the director of career development, and the university chaplain. The coaches and staff of Athletics and Recreation coordinate eleven men's sports, thirteen women's sports, nineteen men's and women's club sports, and a comprehensive, newly renovated and constructed $32 million athletics and recreation center. Student Life (note: throughout this dissertation the words "student life" are capitalized when referring to the subsection of student affairs and lowercased when referring to the student experience) includes many of the traditional student affairs departments including residence life; student activities; Greek life; judicial affairs; multicultural affairs; psychological services; women's center; community service; international student services; lesbian, gay, bisexual, transgender affairs; new student orientation; and student health services. These departments report to the dean of students, who has six assistant or associate deans leading some of the Student Life programs and serving as part of a leadership team called the Dean's Advisory Group. This group meets approximately four mornings a week to discuss agendas set forth by the dean of students. Throughout this dissertation, the five people reporting to the VPSA, as well as the six assistant and associate deans who report to the dean of students, will be referred to as senior student affairs professionals.

The Campus Community

I asked participants to characterize Crossroads. One faculty member (M, T, PS) described it as "a small residential college, reasonably high quality of students, not quite Ivy League caliber…we get a few, but we view ourselves rightly or wrongly as a second tier, below Ivy

League schools." Crossroads was also described to be struggling with its identity as a liberal arts college with several strong professional programs. An engineering professor (M, UT, PS) explained that the institution is "a predominantly liberal arts university," and the engineering program is a comparatively small school and "not the 800-pound gorilla where engineering kind of overwhelms the campus." A faculty member in the College of Arts and Sciences (M, UT, HU) described the pairing of liberal arts with professional programs a bit differently:

> I am at an institution that's known predominantly for, it seems, its professional programs which would be engineering, management, natural sciences (aren't really professional but they're there), education, and music. Let's take management, engineering, and natural sciences. I gather that they siphon off roughly one half of any incoming class which leaves the rest for us, in terms of majors—pretty far down the pecking order. [Liberal arts] is not why [students] come to Crossroads in most cases—it's not what Crossroads is known for.

The descriptions above help briefly to introduce how opinions vary regarding the identity and mission of the university. One faculty member perceives the campus to be focused on the liberal arts and the other perceives it to be focused on professional studies. A colleague (M, T, SS) explained that at the root of Crossroads' problems is the fact that the place "doesn't know who it is or what it wants to be….Is it an engineering school with a liberal arts component? Is it a management school? A professional school?...There's not been a clear history of what this place is for." The theme of institutional identity is a centerpiece of this study.

Given the institution's location in a rural setting, people tend to live near the campus, which serves as the hub of many people's lives. A faculty member (M, T, HU) discussed the positive and negative aspects of people's strong ties to the campus:

> One thing that affects the kind of community is where we are. Where we are is important because, with a few exceptions…by far the largest number of faculty members live right here in the local town. We have a lot of activities at night; we have a lot of social and artistic things that happen here. In terms of our location, what that means is, and this is a good thing and a bad thing, it means that people don't really get away from university life….There's not some kind of metropolitan culture outside the university where people

can easily go and lose themselves and forget what's going on here. That's probably unfortunate in that when there's friction or conflict is doesn't really go away at the end of the day and people don't really leave it as easily.

As the Crossroads case unfolds, it is important to keep this faculty member's observation in mind. His description of some people's inability to separate themselves from campus and the issues with which they may be struggling influences their perceptions of the challenges. It is difficult for some to gain perspective on campus issues when they are surrounded by them in and out of their work day.

When participants discussed the campus community, size was another prominent topic. Some found the size ideal because "you get a lot of the large university benefits and a lot of the small college benefits as well….It's an optimal mix" (M, UT, PS). Nevertheless, some lamented its growth. A faculty member (M, T, NS) described how Crossroads has moved away from being a family unit because of its growth.

> When I first came here I heard the term "Crossroads family" and at the time it was appropriately used. I detected that when I came here for an interview in the sense of how people treated each other on campus…there was a feeling that everyone wanted to help everybody else so that you could get the job done. It was a nice sense of community on campus and that's one thing that really attracted me to the place. That's eroded over the years….Every time that people use the phrase "Crossroads family," lately, I kind of cringe because it isn't anymore as much as it used to be….It's the size; Crossroads has grown. Management style had a lot to do with it….I remember talking to people in the community and listened to people saying that they would give anything to get a job at Crossroads. Now I hear the opposite.

This shift away from Crossroads as "a family" was frequently mentioned by other faculty and staff. A senior student affairs professional (M) commented, "it's unfortunate but it's more of a business than it was 20-25 years ago," and a faculty member (M, T, SS/PS) alluded to the same notion, saying, "We've become a much more professionally managed place than what it used to be….We've become more bureaucratic and families typically aren't very bureaucratic." As the institution has become more "bureaucratic," some participants are struggling to hold onto its

heritage as a "consensus-driven" institution. An academic affairs administrator (F) shared how

growth affects the decision-making model:

> I sometimes wonder if Crossroads' model, which is a very consensus-driven model and a very information-based model for all participants, is not the right model anymore. Maybe we've outgrown that model. It would be great to think that everybody at the university would be onboard and participating, but I don't see us being able to do that anymore….I don't think there is time. People don't have time to read and understand all the details at all these levels. People don't have time to participate.

According to another academic affairs administrator (M), people were conflicted about

the growth of the university. Changes began to take effect that shifted the university away from a

regional institution to a national one. These changes represented advances and progress but at the

expense of some of the more familial characteristics of the past:

> Depending on the day, or who you were talking to, or the situation, I remember saying that Crossroads was either a ma and pa shop or a big time university. It was kinda struggling—which did it want to be? You certainly had a shift in all of higher education in the hot economic days of the 80s with fundraising. Everyone was into fundraising as an end into itself. Presidents were chosen really primarily for fundraising….There was much more discussion about raising money than what to spend the money on….At Crossroads, the shift between when I first came here in the late 80s and now was an incredible shift in the saliency of athletics and student services.

Changes over the past 20 to 30 years have altered the nature of the university, including student

enrollment, faculty and staff employment, diversity, the number of buildings, and the

university's academic profile. These growth areas have changed the campus in very positive

ways, but also may be the source of "growing pains" (M, SA, SR), particularly regarding the

ways that people interact and the types of issues that are debated.

<div align="center">Current Institutional Fragmentation</div>

As faculty and staff spoke about the Crossroads community, some described the

institution as a collegial place to work. A faculty member (M, UT, PS) explained that "in

generalities I'd think it was probably better, certainly better than average…as far as cooperation

and collegiality, you know willingness to do things for the university." Although several people

spoke highly of the Crossroads community, the concerns relating to increased institutional

fragmentation continued to work their way into interviews.

Institutions are complex organizations and, as expected, tension and internal competition

existed within Crossroads University; however, during interviews and observations the issue of

institutional fragmentation frequently surfaced. The sense of fragmentation was manifested in

people's concern that the lines of communication were not sufficiently open and connected and

that there was a limited sense of a shared institutional mission and vision for the future; people

felt that they were in competition with others within and beyond their divisions. Leaders were

unable to create a sense of unity across the university. The fragmentation existed on many levels:

between administrators and students, administrators and faculty, faculty and trustees, among

faculty, and, of particular interest in this study, between the divisions of academic affairs and

student affairs.

One faculty member (M, UT, PS) described an aspect of fragmentation on campus that

results from a lack of interaction:

> One of the few things that I've been disappointed in here is what I perceive, most people
> perceive, as a fairly large rift between the Engineering College and the Arts and Sciences
> College. They don't interact very much. I don't hear any animosity; I'm not aware of any
> animosity. We just don't interact.

Much of the fragmentation described went beyond a general lack of interaction and was,

however, particularly political and divisive. In many cases the language was discordant, with

discussion of turf battles and territoriality. A student affairs staff member (M, SR) described the

pervasiveness of self-interest at Crossroads:

> The politics here are really…there's too much. There is too much politicking going
> on….[Crossroads staff in general] worry too much about who to bring to the table, and
> why we are bringing them to the table than why we're at the table. I had a chance this

past weekend to speak to a former colleague….He said that…he can't believe how political this institution is compared to others [where] he has worked. Everyone has their own self interest and that is what they are trying to promote rather than promote the overall potential of the institution.

A faculty member (M, UT, SS) explained that at faculty meetings, and in a myriad of other settings, administrators share information, respond to questions, and provide their points of view on important issues, but "[administrators] start from an adversarial position." He speculated that administrators might feel that they are "overseeing a scarce pool of resources and therefore they guard those resources very carefully," and it disappointed him that they seemed to have "very different priorities than faculty" regarding the kind of place they each wanted Crossroads to be.

Fragmentation is sometimes a function of differing viewpoints but also results from poor communication. Institutional growth in the last several decades has led to people "looking out for their own self-interest" (M, T, NS). A student affairs staff member (F, ML) remarked, "One of the things I noticed when I first got here was that a lot of folks just seem to sort of be doing their own thing in their own orbit." Remaining isolated often caused people to "assume the worst" about each other. A faculty member (F, UT, SS/PS) observed that Crossroads is divided into "factions of people that are kind of running at cross purposes, outwardly bitchy and cranky"; people seem content simply to have the right to identify and declare problems while not taking action to solve the problems.

An academic affairs administrator (M) expressed frustration regarding how Crossroads has lost its sense of unified mission and purpose across all sectors of the university. The trajectory toward professionalism across campus in all divisions yields a campus community with sectors that, in his words are:

> Entities unto themselves….You've got an organization that you can't call an academic organization because there is an academic organization in there, but it's also a fundraising organization, it's a residential organization, it's a provider of non-academic student

services organization, it's a physical plant organization, all of those….They've shifted from a supportive role in an integrated mission…to being centers unto themselves.

Crossroads was moving away from an "integrative impulse to a more independent-minded impulse" for the divisions; a shift that fostered dysfunction and competing priorities. The notion of a more ego-centric approach rather than a collaborative one ran through many interviews as people elaborated on the fractured campus and the specialization of both faculty and staff. The lack of interaction and communication, as well as the apparent differences in institutional priorities, is indicative of an environment that, according to a faculty member (F, T, HU), breeds negativity and "a lot of finger-pointing."

<center>The Metaphors and the Model</center>

The sense of institutional fragmentation was particularly conspicuous during discussions about the relationship between academic and student affairs. Before beginning to describe this relationship it is important to note that in this case climate and culture weave closely together, but they are distinct from each other. Peterson and Spencer (1991), referencing Hellrigel and Slocum (1974), define culture and climate:

> [Culture] focuses on the deeply embedded patterns of organizational behavior and the shared values, assumptions, beliefs, or ideologies that members have about their organization or its work (p. 142)….Climate can be defined as the current common patterns of important dimensions of organizational life or its members' perceptions of and attitudes towards those dimensions. Thus, climate, compared to culture, is more concerned with current perceptions and attitudes rather than deeply held meanings, beliefs, and values. (p. 143)

The perceptions of roles and the biases of both faculty and student affairs are cultural artifacts that have developed over time at Crossroads and throughout higher education in the United States. Climate becomes the focus when discussion of the actions and inactions of executive leadership magnifies people's awareness and sensitivity to the perceived cross-divisional cultural differences.

The case unfolded for me during the year at Crossroads as a mixture of cultural and climate-related factors, each driving the other to seed people's perceptions of reality on campus. Throughout the dissertation, I use "drift" and "perfect storm" as metaphors to describe the ways that the Crossroads community has been influenced over time. The two terms relate to culture and climate, respectively, in the sense that drift occurs gradually over time as "deeply embedded patterns" change, while the perfect storm metaphor characterizes the emergent conflict reflected in "current common patterns." I chose these terms because I believe they provide useful metaphors that can help reveal the complex set of factors that has led faculty and staff to perceive Crossroads as fragmented.

Drift

The gradual cultural changes characterized by drift include the shifts in goals and expectations of students, faculty, and staff that affect the way that people experience their lives at Crossroads. As people spoke about the changes over time, drift, in the marine sense, seemed to describe much of what they talked about. Drift in any body of water is caused by a current; along the eastern coast of the United States, for example, the Gulf Stream current constantly flows two to four knots northward. Sailors traveling east or west across the current between Florida and the Bahamas are affected by it. One captain describes it as "a conveyor belt that can move a floating boat or swimmer more than 100 miles in a day" (Dummit, n.d.). If sailors do not account for the current, they may think that the compass heading will lead them to their desired location; however, in reality, when they have traveled the planned distance between the two points, they end up nowhere near where they intended to be. This is particularly dangerous when traveling from Florida to the Bahamas because mariners can miss the islands entirely and find themselves in serious danger, stranded without fuel or wind and nowhere near land.

Metaphorically, at Crossroads, each division and all of their departments and offices, are their own vessels traveling in particular directions and influenced by currents that are pushing, pulling, and re-directing their vessels away from the planned course. Leaders need to try to compensate for the currents or, in this case, cultural shifts, and continually re-evaluate their course, making necessary adjustments to keep their organizations moving toward an intended destination.

A biology professor (M, T, NS) provided an example of drift and how his department found itself off-course and in need of an adjustment. His example pertains to staffing; he explained that when he arrived at Crossroads in the 1970s the department had only 10 faculty members, but by 2003 the department had grown to 17 and was going through a period of time with multiple retirements per year:

> We hired a lot of very exciting young people into the department so it's really changed and that's dynamite, but we didn't realize it until recently, with everyone coming on board we've been creating lots of new courses. People come in and they want to offer their particular expertise as an upper-level course, and all of a sudden we recognize that, wow, somehow we got to the point where we're offering seventeen, eighteen upper-level courses every semester. Guess what, we don't have enough majors to fill up those courses, so all of a sudden we're faced with a situation where not all of our courses are going to go. We're going to have to cancel a couple of courses; well that hadn't happened to us before. We were struggling to find slots for students. I don't think we really picked up on this very rapidly. Somehow either we weren't paying attention or all of a sudden we got ourselves in a situation where we look around and say, "We've got to do things a little differently." I give biology credit; immediately we see the problem and we say, "alright what can we do"; well we need to shift some people out of those upper-level courses into more introductory courses. Let's put more staff power there; let's get smaller class size at the introductory level.

In this example, the professor described how, over time, the department drifted unknowingly due to external factors. When they became aware of the shift, they responded by making adjustments that helped them refocus their efforts to be in line with their goals and the environment. This professor was proud of his department for identifying a problem and adapting to it by altering

their curriculum to match their current staffing and student needs. He acknowledged that for an extended period of time, they were not proactively tracking course offerings and enrollments well enough, but when they became aware of a problem they said, "Okay this is where we are now let's change things to be real viable." He related this departmental example to the broader institution by saying that he hoped that "[The university is] being proactive rather than necessarily waiting until something happens, as we just did in biology, before we make some decision that we need to do something different." The institution, as a whole, and all of its subdivisions need to be engaged in a similar type of ongoing evaluation so that they do not move off-course from their intended strategic targets.

<div align="center">Perfect Storm</div>

The National Weather Service Boston Deputy Meteorologist, Robert Case, coined the term, "perfect storm," in 1991. Sebastian Junger later wrote a book titled *Perfect Storm,* based on the storm that is officially called the Halloween Nor'easter of 1991. The National Oceanic and Atmospheric Association (NOAA) (2000) provides an account of the storm:

> "It was an unprecedented set of circumstances," the now-retired weatherman said. "A strong disturbance associated with a cold front moved along the U.S.-Canadian border on October 27 and passed through New England pretty much without incident. At the same time, a huge high pressure system was forecast to build over southeast Canada. When a low pressure system along the front moved into the Maritimes southeast of Nova Scotia, it began to intensify due to the cold dry air introduced from the north," according to Case. "These circumstances alone, could have created a strong storm," Case said. "But then, like throwing gasoline on a fire, a dying hurricane Grace delivered immeasurable tropical energy to create the perfect storm. With all of the contributing factors coming together at just the right time, in less than 24 hours, the storm exploded to epic proportions and then headed toward the coast," the meteorologist said, adding that "if any of the components were out of sync, the epic storm would not have happened."

Each individual weather system in isolation would have been merely strong storms, but their collision magnified the weather event to create a massive hurricane-like nor'easter.

I use the term perfect storm to describe the Crossroads case because of the way that various elements of the campus interacted with each other to create a compromised collegiate educational setting. During the 2003-2004 academic year, the issues facing the university created, in the words of one faculty member (M, UT, HU) "an atomization of the campus," and in particular increased tension between academic and student affairs. The "atomization" yielded fragmented parts of the campus that were operating independently of each other and competitively. The three fragments on which this paper focuses are institutional leadership, academic affairs, and student affairs. Each of these fragments is represented by its own "weather system." Each weather system, in isolation, would affect a campus community, but the confluence of the three weather systems magnified the issues to the point that within the year I observed Crossroads, the president retired after four years in office (a second consecutive perceived short-term presidency), the provost resigned, and a heightened sense of conflict arose between academic and student affairs.

I use a conceptual model to depict graphically the Crossroads' perfect storm and refer to it throughout the dissertation to summarize findings. The complete "Crossroads Perfect Storm Model" is presented in Figure 1, and the chapter guide model is illustrated in Figure 2. The model depicts multiple symbolic "Storm Systems"—institutional leadership, academic affairs, and student affairs— colliding to create a significant weather event that represents competition and desired influence over the "Core Elements."

Considering the metaphor of the 1991 nor'easter, the Core Elements symbolically represents the land and sea altered by the combined and magnified storm. The factors that make up the core include the following: 1) institutional mission and philosophy, 2) resources as money, and 3) resources as student time. In an ideal scenario, in "calm conditions," there is a

balance and a sense of clarity about how these factors support each other—institutional mission and philosophy should drive decisions regarding institutional fundraising and spending, which, through funded programs and initiatives, then affects the ways that students spend their time. To complete the cyclical relationship, the way that students engage in the community should reflect the mission and philosophy of the institution. Each of these three factors connects to the others and continually reinforces the others. The relationship among these Core Elements is supported by Volkwein (2007) in his discussion of designing institutional planning and self-study processes: "Under ideal conditions, the mission statement clarifies institutional purposes, goals, and objectives. The campus planning and resource allocation processes translate these ideals, through faculty and staff, into specific instructional and cocurricular programs that affect student learning and development" (p. 174).

During the 2003-2004 academic year at Crossroads University the cyclically-related core of the model was not operating in a stable institutional weather pattern. The core was overcome by the colliding force of the Institutional Leadership, Academic Affairs, and Student Affairs Storm Systems. The conditions on campus heightened academic and student affairs staff's awareness and sensitivity to issues on campus, specifically those most important to them, which are noted as "Issue 1," "Issue 2," and the "Key Criticism" linked to each respective Storm System. This perfect storm, which heightened tension between the academic and student affairs divisions, was playing out within a campus ethos that maintained institutional fragmentation and therefore impeded cross-divisional collaboration. As a result of these various factors, there were missed opportunities to clarify the future direction of the university and its approach to educating students.

Storm System One
Institutional Leadership

Leadership
Culture and
Roles

Presidential
Leadership

Vice
Presidential
Leadership

Magnifies
Issues

Magnifies
Issues

Institutional
Mission and
Philosophy

Core
Elements

Reflects

Drives

Resources as
Student Time

Resources as
Money

Influences

Storm System Two
Academic Affairs

Division
Culture and
Roles

Issue 1
Concern
with the
intellectual
climate

Issue 2
Focus on
academic
primacy

Storm System Three
Student Affairs

Division
Culture and
Roles

Issue 1
Concern
with being
undervalued

Issue 2
Focus on
role as
educator

Key
Criticism

Student affairs
should not
distract students
from the
academic
mission.

Tension

Academic affairs
should play a
larger role in
influencing
student life
outside of the
classroom.

Key
Criticism

Focal Partnership Link
for the Future

Campus Ethos
(Represented by the
oval background)

Figure 1. The Crossroads Perfect Storm Model. The figure depicts the campus ethos, the interaction among the three Storm Systems (institutional leadership, academic affairs, and student affairs), and the three storms' convergence and influence on the Core Elements at the center of the model.
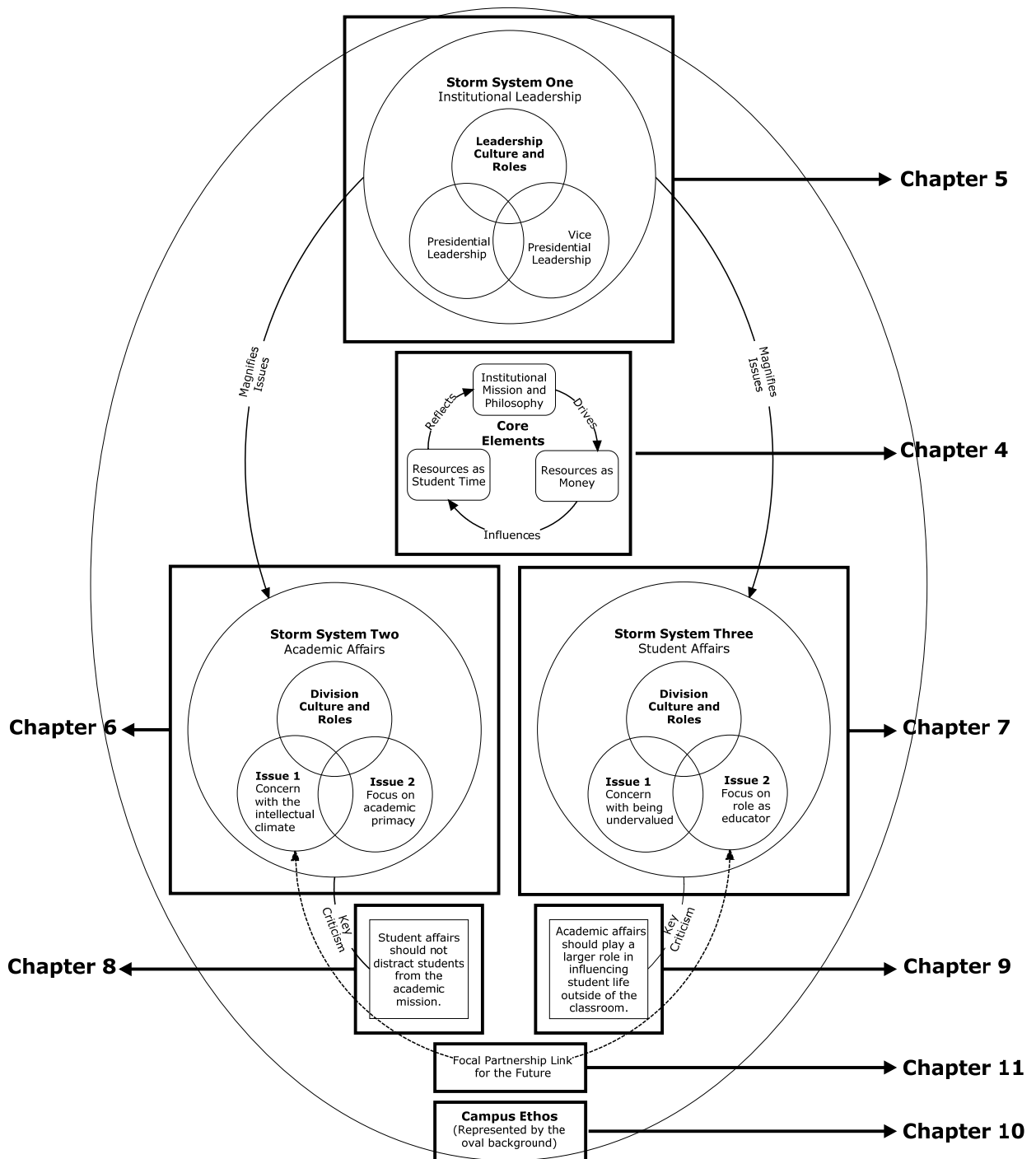
Figure 2. The Crossroads Perfect Storm Model Chapter Guide. An abbreviated version of the Perfect Storm Model that serves as a guide for the reader to know where in the results chapters each of the various segments of the model are discussed (note that some relational arrows in the center of the model are eliminated for clarity of presentation).

The Core Elements

At the center of the model are the Core Elements (see Figure 3). The remainder of this chapter focuses on a detailed review of these Core Elements, which the three Storm Systems influence. Understanding the core and its relationship to each of the Storm Systems provides an important context for the Crossroads case.
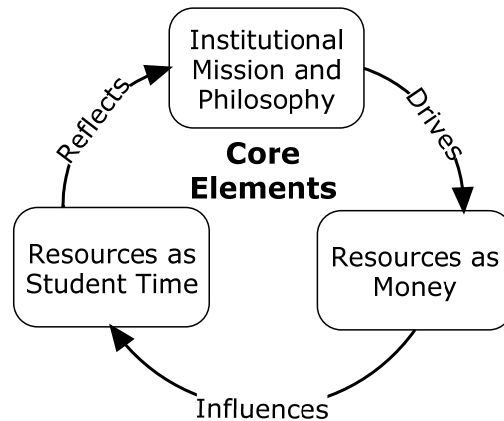
Figure 3. Core Elements. The figure depicts the central component of the Perfect Storm Model. The Core Elements represent the cyclical relationship among institutional mission/philosophy, money, and student time. At Crossroads, the Storm Systems converge onto and influence the Core Elements in a manner that destabilizes the cycle.

Many people on campus expressed to me that these issues and challenges facing Crossroads are not unique to the institution. The concerns captured during this particular year are evident at various colleges and universities, but what makes this case particularly revealing was the magnified level of institutional conflict these nationally common features created. The VPSA said the following about the Crossroads case:

> I've tried not to be bitter or negative about the state of affairs here. I see it not as an awful peculiar condition with which Crossroads is afflicted, but simply a more virulent strain of something that exists to some degree everywhere I've been.

The magnification clarified the issues and seemed to make it easier for participants to articulate

their perceptions. Specifically, the relationship between academic and student affairs was a

challenging one at Crossroads, and the climate during this particular time at the institution

created heightened sensitivity to issues that in the past did not appear as significant. An academic

affairs administrator (M) offered his thoughts on the unique period of time that I observed and

how the confluence of issues exacerbated the tension:

> You're seeing probably more frustration, more edginess, direct assaults, because people are so tired and frustrated for a lack of leadership here, but these issues have been…embedded for years and years and years…but now when you have scarcity of resources, and people more in direct competition for these scarce resources, or the appearance that they're competing over these scarce resources, and people's frustration levels peak and they can't help themselves anymore—they just have to vent. It's a bad situation right now, as bad as I've ever seen it, and it can't continue to be this way.

Many people felt that the president was responsible for the current problems at the

university. An academic affairs administrator (F) explained the influence of the presidency on

the campus climate:

> Crossroads is hunkering down in our silos and we're not communicating we don't have a common goal to look back on and say, "How am I contributing to the mission?"….Why can't somebody see this and say, "hey this is nuts." There's years of frustration here that is just simmering now. It's going to come to a big ugly head in the next couple of years if the presidency doesn't come to a strong leadership position.

Many campus community members felt that the leaders at the top of the organization shaped the

institutional climate in ways that negatively affected the Core Elements and the other two Storm

Systems.

<center>*Institutional Mission and Philosophy*</center>

The leadership at Crossroads changed three times over the past ten years (Scott Gilbert

from 1984 to 1995, Christopher Baldwin from 1995 to 2000, and John Stevens from 2000 to

2004), and the early retirement of the most recent president prematurely terminated the

institution's most recent strategic planning process. The campus was unsettled because of a

perceived absence of a mutually agreed-upon institutional mission and philosophy, which limited

the planning potential of the university (see Figure 4). While many people on campus were not

supportive of John Stevens' presidency and wanted to see a change in leadership, his departure

would result in continued stagnation in institutional planning.
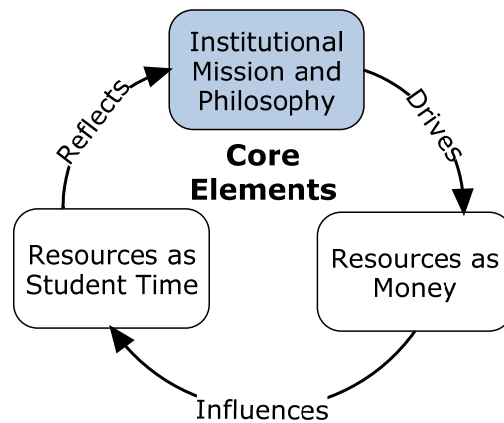
Figure 4. Core Elements – Institutional Mission and Philosophy Segment Highlighted.

People wanted to bring greater clarity to the debate over institutional mission, goals, and

priorities. As a faculty member (M, UT, PS) explained:

> I say it's like the old joke; the pilot comes on the intercom in the airliner and says "ladies
> and gentleman I have some good news and some bad news; the bad news is we're lost.
> The good news is that we're making record time." We are making record time in that we
> have everything going for us, but the bad news is we're lost; we don't know where we're
> going and that's the key.

Regardless of position, division, or years of experience at Crossroads, people voiced

apprehension about the lack of institutional direction and the resulting splintered campus. A

fractured campus without vision and with people operating out of sync and "with their own

perspectives in mind" limited Crossroads' potential progress in comparison to its own past

history of advancement and when compared to the ongoing development of frame of reference institutions (M, SA, SR).

Kuh et al. (2005) discuss the importance of mission and philosophy with regards to the DEEP institutions and highlight their combined importance in providing institutions with "a rationale for the institution's educational programs, policies and practices" (p. 25). They define "mission" as "the overarching purpose of the institution…[that] establishes the tone of a college and conveys its educational purpose" (p. 25). Philosophy is linked to mission and is pivotal because it helps to guide action as people on campus pursue the educational goals. Kuh et al. describe "philosophy" in the following manner:

> The philosophy is composed of tacit understandings about what is important to the institution and its constituents and unspoken but deeply held beliefs about students and their education. Institutional philosophies serve as a compass, keeping the institution on track as it makes decisions about resources, curriculum and educational opportunities. They are threads woven into the institution's conscience that help people determine how to spend their time and energy in pursuit of the institution's mission and purpose. (p. 27)

Kuh et al.'s (2005) explanation of the two terms—their relationship to each other, and their influence over the institution and its various constituents—is consistent with the Core Elements cycle presented in the model. The problem for Crossroads was that people longed for a sense of shared institutional mission and philosophy. People asked "what do we want to be as an institution?" (M, SA, SR) and "what, in a *meaningful* way, makes [Crossroads] special and worth the effort?" (M, T, NS). A student affairs professional (F, ML) struggled with this sense of limited institutional identity:

> I feel as if some of the politics need to be left out and there should be more focus on human beings, more focus on what do we really want this place to be. Do we want it to be what it is right now? If we do, okay, but let's commit to that. Do we want it to be a place that is known for being a real intellectual environment is that the focus? Well okay, then let's commit to that, but we all have to commit to that. It can't be scattered and everything now is very scattered….There is no vision, a real vision for this place.

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People attributed part of the apparent conflict between academic and student affairs to the lack of institutional dialogue about mission and philosophy. The campus community had not engaged in an open discussion about the future of the university, and, without that conversation, one academic affairs administrator (F) explained, there was no shared commitment for the future. As a result, the divisions operated in isolation:

> I have no idea what's the common ground: we don't have a common base.…We're all doing our own thing and only interacting when we have to. The idea of what's the common goal is lost or unclear to everybody.…Everybody has their own common goal, everybody has their own central mission, but there isn't a university central mission.

One senior student affairs staff member (F) explained that the relationship between the divisions was weakened by the fact that "right now we have no sense of who we are and the roles that each of us play here." Without clarity of roles and institutional direction, people lost their willingness to commit to broader institutional initiatives and responsibilities. The academic affairs administrator who spoke of not having a "common ground" at the institution attributed the dramatically small attendance at a monthly faculty meeting (20 of approximately 300 faculty members) to, among other things, the unclear direction of the university.

The climate on campus also altered morale, and people lamented that there no longer was the positive attitude that they recalled from the past:

> When I first came here [as a faculty member] nine years ago I felt that most people were upbeat and there was a generally positive sense of mission and pride in what folks were doing. This has gradually deteriorated the whole time that I've been here and especially since the transition between President Baldwin and President Stevens. (F, T, SS/PS)

Such uncertain times were particularly difficult for new community members. As another faculty member (F, UT, SS) highlighted, the leadership transitions influenced her ability to grasp the identity and character of the institution: "The few years I've been here we've been constantly

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trying to reinvent ourselves. It's been difficult as a new faculty person trying to get a handle on

what this institution is supposed to be about."

Despite the challenges expressed by campus constituents, optimism remained that the

campus climate could improve with new leadership. A vice president (M) expressed:

> In the next two years we need to figure out what the heck we want to be in the twenty
> first century and let's get all of our resources focused on being that and once that happens
> this place is going to go places. This place has a lot of talent, a lot of intelligence, good
> will, I mean people who really want to do good work.

One faculty member (M, T, NS) optimistically observed that "if I were a betting person, I would

say that the chances are way better than 50-50 that we're going to take off again."

The Debate Over Mission and Philosophy

As people within the university sought "to figure out what the heck we want to be" (M,

VP), it was evident that there was a debate about the core nature of the institution—whether it

was and should be a "collegiate" institution or an "intellectual" institution. This debate emerged

during the re-accreditation self-study committee meetings, where faculty considered the

collegiate experience to mean one that focused on the many areas of students' lives on campus

("the whole person") while the intellectual experience was one that focused on the "life of the

mind." A vice president (M) explained that this issue was "the rub" at Crossroads, because there

was not "a true across-the-board appreciation of what we are."

Clarifying the mission and philosophy of the institution is critical in order to strengthen

the identity of the institution, but some people at Crossroads felt that colleagues wanted to go

beyond clarifying the mission and philosophy and instead change Crossroads' identity. One

administrator (F, AA) on campus was preoccupied with people's aspirations for Crossroads:

> One of my concerns since I've been here is that it seems that some of the people who are
> here are trying to make Crossroads into Oberlin, into someplace different. My opinion is

that if you want to work at a place like that, go there; don't attempt to change Crossroads into something it's not.

Some faculty aspired for Crossroads to be more like other institutions because they felt that Crossroads did not provide a sufficiently intellectual climate for students.

For most, the Crossroads tradition is consistent with what one would call a "collegiate" institution. A long-time member of the student affairs staff (M, SR) shared his thoughts about the way that Crossroads markets itself to prospective students and how that is linked to the character of the institution:

> We sell our student life to prospective students….Pick up any piece of literature or catalog—we talk about the breadth of the experience…so there is an expectation for that when you come here; that then attracts certain kinds of students who are going to want to participate in that kind of life….Look at our frame of reference schools that we compete with. We're not competing with Swarthmore, or Oberlin, or places like that; we're competing with places like ourselves. Faculty would appreciate more of the [intellectual] kind of student, but it's very dangerous to change your profile. Do we want to be something different?

Given Crossroads' historical character as a "collegiate" type institution, this administrator was pointing out that changing to something different (e.g., intellectual model) has significant implications on admissions and fundraising, for example, because it potentially changes what people understand about the institution's past and what they can expect for the future. For that reason it requires a broad-based dialogue with all on-campus and off-campus stakeholders.

In several key forums, particularly the strategic planning and self-study processes, the debate over the mission of the institution was central. Should Crossroads be focused on the "whole student" or the "life of the mind?" Notable forums included a faculty retreat that was held at the beginning of the strategic planning process, discussions during the strategic planning process about the mission statement, and steering committee meetings for the re-accreditation self-study. People spoke about the institutional model frequently during discussions about

revising the mission statement, which was one of the first tasks that the strategic planning committee embarked on. The debate on this topic was one of the reasons that the mission statement development process was, to many, overly lengthy. A vice president (M) recounted the extended process in an exasperated tone:

> A week after I was here, I was told that I was on the strategic planning committee, which made all kinds of sense; I walked into my first meeting and in this room was a man sitting there on a keyboard with the mission statement projected up on the screen. I leaned over to somebody, and this is February, actually it's March, and I ask "how long have you been doing this?" "Oh we've been doing this since October."

This vice president was surprised that the group had been working for so many months on this component of the strategic planning process. An academic affairs administrator (F) explained the delay in saying that "what tripped up a lot of the conversations" was debate over institutional identity, with some people wanting to "make Crossroads into something we are not."

The discussion of the institutional mission highlighted the faculty opinion that academics should not only be central but that the "[university] mission should be the academic mission— end of story" (M, UT, HU). Through the planning process, people realized that "there are a number of members of the faculty…who do not really understand that at a residential institution the goals of the institution are broader than just academic affairs" (M, AA, AD). This administrator stated that he felt that it was "wholly inappropriate for a residential liberal arts school" to focus only on academics; "we need to be very clear in our statement of vision and mission," he added, "that we are fostering the growth of human beings in all their complexity." He argued that educating for that complexity is accomplished through a cross-divisional collaborative and synergistic approach, incorporating learning outcomes from in and out of the classroom. He further clarified his opinion in saying that "academics should be central," but he questioned the notion that it should be "solitary in the mission."

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The Perspectives on the Dichotomies

The climate at Crossroads pitted the word "collegiate" against "intellectual," as well as the phrases "whole student" against "life of the mind." These dichotomies went from being in the background of people's consciousness in the past to being at the core of many discussions about the future of university. This shift from background to foreground is pivotal to the perceived instability on campus relating to institutional mission and identity, as well as an important contextual factor to consider in better understanding academic and student affairs staff's perceptions and misperceptions of their own and each other's roles on campus.

A vice president (M) remarked that people at Crossroads were finding themselves in "a black and white type of situation, an either/or, when in fact there is a lot of gray area between and there are opportunities for different gradations of intellectual and collegiate into the spectrum." In this black and white situation, battle lines were being drawn, and he found it demoralizing that people were constantly applying their agendas to issues rather than considering the institution's agenda. The result was that people across campus stood in opposition to each other rather than seeking common ground. A faculty member (F, T, NS) offered a perspective that captures the essence of the thinking at the extremes. She spoke about the increase in rhetoric regarding the balance between the academic experience and a more holistic approach to students' education. In her opinion, the rhetoric had gone too far in "writing off the idea that students grow as people, they engage in intimate relationships, they discover parts of themselves that they had no idea existed, and so that happens outside the classroom." She hoped that a balance could be struck, but she admitted that people were entrenched in a communication style that led them to talk past each other. "We need to think about these things," she remarked, "[but] I'm not sure on

this campus we've figured out a way to address the concerns without sort of throwing the baby out with the bathwater."

Faculty members divided themselves into three groups. One vocal group argued that educating the whole person detracted from the academic mission. A second relatively small group of faculty articulated publicly the value of a holistic, broad-based educational experience. A third contingent, a majority of faculty, either did not understand the issues being discussed and/or were simply not engaged in the process. A senior faculty member (M, T, SS) effectively described these groupings and introduced an interesting additional linguistic dichotomy, "academic core" versus "educational core":

> Over the course of the year I have seen different perspectives emerge; there are people who feel that we really need to be focused on the academic core, and then you have people who feel that we need to be focused on the educational core, and the fact that people who focus on the educational core think that student affairs and academic affairs should be at the table at the same time, talking about students' educational experience here, both in and out of the classroom. Generally, people who are focusing on the academic core talk about the primacy of academics and that SA is in a supportive role. So you have these two camps and you have a whole bunch of people in the middle.

As people talked about this topic in meetings and in private conversations, the issue hinged on the degree to which the campus should focus on a holistic approach to educating students or whether it should emphasize, in terms of mission and resources, academic primacy. Few interviewees disputed that students should focus primarily on academic pursuits, but individuals disagreed about the degree to which student time should be spent in other areas.

Although people who supported the concept of educating the whole person felt that everyone on campus, faculty included, plays a role in this education, the majority of the responsibility for student development beyond the classroom was thought to be the duty of student affairs staff. A student affairs staff member (M, SR) defined educating the whole person:

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[Educating the whole person involves] understanding that the students have more than academic need. It's that they need to feel comfortable in groups, they need to learn how to express themselves, they are going through some identity issues that they need to resolve….All these things are angsts that students need to go through, and do go through, and been proven to go through, so it's not just a Crossroads phenomenon; it's an age specific phenomena it's developmental…. They need to go to class and to excel in class, but separate from that they have a whole other life. How are they going to be a leader, what is their role in a group, how are their listening skills developed, how do we get them to think about others….how do they establish themselves, [and] do they feel comfortable with who they are and the decisions they have to make?

Faculty shared a wide range of perspectives about educating the whole person and their impressions of the campus dialogue on this topic. Many simply did not know what "educating the whole student" meant:

You know I don't know what that means to educate the whole student I really don't.…I tend to think that educating the whole student is an administrative buzz phrase that will incorporate things like civic-learning and service-learning.…This is one of those ideas that to me on the surface doesn't sound like a bad idea, but I would like to know what the phrase means, and I don't hear it carefully defined. (F, T, SS)

Others did not "buy into the concept" or the phrase because educating the whole person, for them, meant minimizing academic primacy while increasing competition for student time and resources. The following are two concerns shared by different faculty members on the topic:

You hear [educating the whole person] a lot! This is my understanding: a lot of faculty respond very viciously to that statement because a lot of faculty perceive [it] as being code for the perception that academics is only one thing on a very long list of things students should be doing and it's no more or less important than all the other things students do here: clubs, events, activities, trips, socializing, sports.…Frankly, I just don't know what that phrase means, "whole person." (M, UT, SS)

To be blunt, [educating the whole person] is code word for don't slash my budget as far as I can tell from the VPSA….Basically it's linguistic legerdemain to me to raise extracurricular activities to cocurricular activities, co-equal, and that's very wrong.…The language is tactical. (M, UT, HU)

Several faculty members argued that one could not create an educational environment that focuses on the whole person without detracting from students' intellectual development. A faculty member (M, UT, PS) shared the view that educating the "whole student" concept is

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problematic because it detracts from the primary mission of the university, which is to "train [students] in techniques of their chosen discipline." Once again, it was a black and white type of approach. For many people there was no compromise or interest in blending the academic and out-of-classroom experiences.

A few faculty, however, had a clear sense of the value of providing a holistic experience for students and were somewhat perplexed by the notion that "educating the whole person" and emphasizing "the life of the mind" were mutually exclusive. The following is a faculty member's (M, T, NS) opinion on the value of being committed to educating the whole person:

> The faculty may not want to admit this, but I always felt that the non-academic lives of students was extremely critical. We're talking about four years of a person who is 18 to 22, and maybe that's half of the mature years that this person has experienced so far, and personal growth is absolutely critical in those years. We're talking about interpersonal relationships and formation of confidence and outlook on life and attitude toward others, and to a great extent these are non-academic matters, but we're all tossed here together in a community, and somehow students mature and learn to grow in the non-academic portion of their lives….[Faculty may not want to admit this] because that's not what we do, really. What we are expert at is academic matters, and the non-academic portion, and the lives of an 18- to 22-year-old is just as important….[Student affairs staff] have to [contribute to educating the whole person], absolutely! Just the way we handle social events, disciplinary matters, fraternities, service opportunities, everything they do is some attempt to provide healthy opportunities for students to grow.

Many of the professors who supported "educating the whole person" conveyed the notion that students attend college for a multi-faceted experience that merges their in- and out-of-class lives:

> [Students] want the experience, the rich experience of living with people you don't know and trying to understand where it is they come from, their understandings of the world, in a kind of daily, real sense. And then you want access to what all these other people have thought about in all of these content areas. So it's just a richer human experience. [The out-of-class experience] is a lived, daily, very present experience, and the classroom is sort of access to lived experience from antiquity and beyond. (F, UT, SS/PS)

It should not come as a surprise that the student affairs staff expressed similar ideas of what the college experience can provide if the institution approached its work in a more coordinated

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manner. The thoughts of one staff member (F, SA/AA, ML) reflect this belief in a unified

educational experience:

> It's an illusion that the life of the mind can exist without the life of the body, the life of the emotions, the life of the soul. These things are interrelated. My own experience has been that experiential learning that connects cognitive aspects and the affective aspects is the most powerful kind of learning that can happen, and if we deny that, then we are missing an opportunity to help students connect to things that are very important, that will help them grow as people and folks who can make a difference in the future.

Institutional mission and philosophy are pivotal first components of the Core Elements

that are influenced by the Storm Systems. The ability of the university to agree upon a common

mission depends on people's willingness to discuss the institution's mission and philosophy—

specifically, its approach to educating students. A central part of the conversation about the

mission and philosophy of the institution involves balancing what the faculty member earlier in

this section coined "academic core" and "educational core." Is the institution solely educating for

the "academic core," consistent with Hutchins' (1936) philosophy of education, or is the

institution focused on a broader "educational core" consistent with the espoused experiential

goals of Dewy (1938)? Regardless of the terms used, the challenge for Crossroads, according to

many people on campus, was to identify the balance that best fits the university culture and

people's institutional aspirations.

<p align="center">*Competition*</p>

The "whole student" versus "life of the mind" debate was symptomatic of the

institution's limited sense of shared mission and philosophy, which resulted from a fragmented

campus exacerbated by unpopular and largely absent executive leadership. Without a sense of

direction, the "whole person" versus "the life of the mind" debate rose to the forefront of

institutional dialogue and manifested itself daily as two forms of competition for resources:

<p align="center">116</p>

money and student time. The next two sections summarize these two additional "battleground" factors on which people focused.

Competition for Resources – Money

The financial competition between divisions, particularly academic and student affairs, surfaced repeatedly throughout this fieldwork. The fact that the institution was in a period of financial "tightness" exacerbated the problem. I first present the faculty perspectives about the sense of financial competition and then offer information gathered from vice presidents about the financial landscape at Crossroads (see Figure 5).
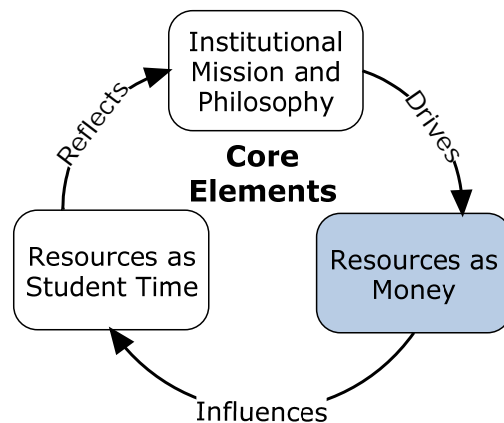
Figure 5. Core Elements – Resources as Money Segment Highlighted.

Academic affairs concern with the financial landscape.

Faculty regarded resource allocation between academic and student affairs as imbalanced, a perception that contributed to faculty members' feeling that the academic mission was weakened:

> There is a sense on campus among faculty that the academic mission is being subsumed and diluted…the feeling that the academic mission has become one of many things that we do, as opposed to the central thing that we do. That perception may be right or wrong, but some of it is tied to resource and budget issues in terms of the percentage of the budget going to academic related areas vs. non-academic areas….In some sense it is a zero-sum game…so student affairs growth is someone else's loss. (M, T, PS)

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Due to limited institutional resources, President Stevens' early retirement, and a new administration beginning, many people were nervous about the viability of their academic departments compared to other academic departments and to student affairs. A faculty member (F, T, HU) reflected on the consequences of the "dwindling resources":

> People are all eye-balling each other….The little jealousies start coming out, they don't know what the impact will be on them, and that makes people nervous, and makes them pull back, retrench, and not try to build bridges, but say, "Oh, well we've got to really fight now because who knows, this next administration could come in and make changes. We need to develop a strategy for our relevance"….It's not clear what the institutional priorities are.

Several participants stated that the financial landscape strained cross-divisional relations even more than they had been in the past.

In general, faculty members spoke about their concerns regarding resource allocation without knowing budgetary details. They based their perceptions largely on observing growth in areas outside of what could purely be considered academic teaching, and some faculty expressed the concern that the growth was causing the annual five to six percent increases in tuition. Professors spoke, in particular, of the increases in personnel in the dean of students offices and in athletics. They acknowledged that the increase in non-academic spending was partly due to an arms race with peer institutions, but preferred past practices when "students were expected to get good grades, take care of their problems, and tough it out" (M, T, NS).

One professor (M, T, SS) offered some insight into the infrequency of cross-divisional collaboration. His unease centered on budget allocation, and he was tentative about sitting at the planning table with student affairs due to potential competition for resources. He was concerned that student affairs educational priorities would impinge on what faculty wanted to do to ensure and enhance the quality of the academic program:

My prejudice is that if we have a good solid academic core, that is improving rather than being compromised, our ability to survive as an institution will be better than if we have a wonderful extracurricular thing and weaker academics that aren't keeping up.

Faculty members worried that the institution's overall budget was inconsistent with their values, and they questioned whether the expenditures per student for athletics, Student Life, and academic programs reflected the stated values of the institution. This frustration was articulated by a faculty member (39, 69:13) wondering, "Where is the money?":

So when the school says there isn't enough money to hire X number of faculty to allow the faculty course load to go from a 3-3 to a 3-2, which would begin to put us in line with our frame of reference schools, the faculty say "where is the money? You've just hired a new VP!" and you look at the compensation packages and, there's the money. How much is the school paying the guy to check the water in that beautiful new pool we have? Where's the money? How about the orientation carnival? Is the pool, is the orientation program, and the new VP, are they directly contributing to the academic mission? The faculty perception is no. You get a lot of resentment and anger [from faculty].

Vice presidents' descriptions of the financial landscape.

Several of the vice presidents helped to clarify some of the questions and concerns expressed by the campus community. A vice president (M) explained that the institution's advancement over the years was possible due to a robust financial portfolio, but current struggles with the budget were causing greater campus-wide financial tightness. People had become accustomed to past increases, and a negative shift in the financial conditions led to an increasingly competitive campus climate:

In my observations, this place was built over time by the good days when the bottom line was very flush for many years. It wasn't until two years ago that all of a sudden it was discovered that, in a budgeting sense, the unrestricted and restricted lines of resources crossed. All of a sudden there's two million dollars in our budget that we can't spend simply because the restrictions on those dollars no longer fit....The infrastructure has been built very closely to the resources that were available and the place got very comfortable continuing increases and feeling life was going to continue that way. The stock market went to hell in a hand basket; all of a sudden this restricted and unrestricted relationship was discovered and boom; there we are with a hundred and 70 million dollar budget with very little discretion in it.

He explained during the interview that during these lean budget years, academic affairs budgets were protected with increases that compensated for inflation while others were flat-lined or cut by two percent for consecutive years. Student affairs staff told me that their budgets were cut by two percent in each of the last couple of years.

Faculty were alarmed by the perceived budgetary imbalances in spending across the divisions—that more money was being spent on non-academic activities as compared to academic activities. I spoke with the VPSA about this and he explained that it was an inaccurate perception that Crossroads spent significantly more on student affairs, as compared to frame of reference schools:

> When one takes the budget data filed with the federal government and breaks it down, as far as one is able, into instruction, academic support, student services, students services sans athletics, as a percentage of our operating budget we spend more than our frame of reference schools [on student services] but we've not been able to determine in what particular areas because it doesn't get cut any finer than that. Our speculation is that probably not all those other schools count the performing arts center and the art gallery in student services and we do.

He then provided an example of why one needs to be careful how the data are analyzed, because there are limitations with cross-institutional comparisons due to the lack of a uniform reporting system across institutions:

> In some of the early cuts of the data that the director for institutional research and the provost did, they had us way out of whack! The percentage that we were committing to instruction was way behind [Crossroads' main frame of reference school]. I asked the finance office to take a look at the data, and [the vice president for finance and administration (VPFA)] determined that [the frame of reference school] was counting athletics in their instruction budget.

The VPFA (M), who was in his first year at Crossroads, spoke of the same data analysis:

> We delved into the data that had supported the comments [suggesting that Crossroads was spending less of its operating budget as a percent of its budget than other peer schools on instruction and more on athletics] and found that there were some inconsistencies with the data because not all schools were using the same definitions. When we looked at the financial statements we found out that Crossroads was right in the

middle of the pack, so to speak, and was not an outlier on instruction or the amount spent on athletics. The major reason was the percentage spent on instruction was inflated at one of the other schools that we use as a benchmark school, because they had athletics and all their coaches considered as part of academics, so they had a big athletic number inside their instructional budget. After we made all the statistics comparable, essentially apples to apples the best we could, the percentage from our peer school declined significantly and that left Crossroads right in the middle of the grouping.

The information that incited unrest in some faculty was based on data before they were further analyzed to show that the peer institution was including athletics in their instructional budget. Over the course of a semester, the VPSA and the VPFA reached out to faculty to explain the data in further detail. The VPFA clarified that the overall budget did not have any expenditure outliers and "that Crossroads has done very, very well at allocating its resources across instruction and other areas of the university."

Not surprisingly, resource allocation is a contentious topic. Clearly, this concern negatively influenced the potential for partnerships, and the financial landscape at the institution heightened the sense of competition between academic and student affairs. In addition, imprecise communication from institutional leadership regarding budgets led to perceptions of an imbalance and reinforced an already existing sense that the institution's leaders competed for dollars.

Competition for Resources – Student Time

Faculty and staff competition for student time, and therefore their attention, proved to be as fierce as the competition for money (see Figure 6). The following statement captures the essence of faculty concern over student time: "When I was teaching, I would ask students to come in and talk to me about some things and they would open their agenda and say, 'I can see you for ten minutes two weeks from Tuesday!" (F, AA, AD). Faculty's sense of competition with student affairs went beyond monetary resources; their frustration stemmed from the feeling

that students had multiple priorities competing for their time and attention and many of those priorities were not academically related. One faculty member (F, T, SS) frustrated with the growth of student affairs and the imbalance of financial resources seemed ultimately to feel that student time as a resource was a more significant concern:

> It's a rural campus and there's a need to do things for students and some of it is commensurate with the bucks people are paying to go to a place like this. I also think that the current students need more services. [But] it's scary to hear students talk about coaches who tell them, "don't take a class after 2:00," or "make sure you take such and such major, because we just don't have time for you to do this," or "don't go abroad." That's kind of an insidious thing.…It's not a dollars question; it's really a question of who's more organized in commanding the attention of the students. It really does seem to me that athletics is very organized and some of the other cocurricular activities are very organized, whereas the faculty, we kind of fight this battle one class at a time.
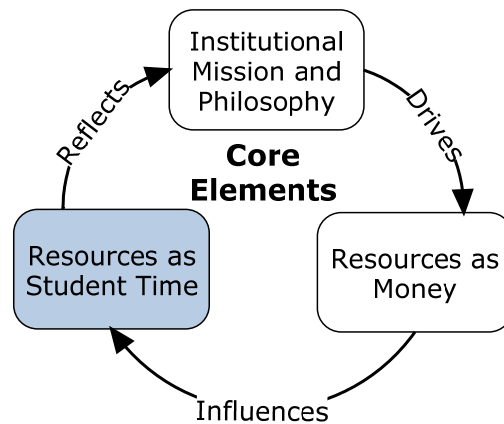
Figure 6. Core Elements – Resources as Student Time Segment Highlighted.

This form of competition was also represented in the student affairs strategic planning document. The faculty member quoted above also shared how this document contributed to her concern that students were being drawn toward student affairs at the expense of academics:

> Between practices and Greek events and all the other things that they do, [students] are squeezing [faculty] in sometimes.…I wonder if student affairs, who claim to be educating students, if they understand that students need some time outside of class to do their work and they shouldn't always be doing that at three in the morning. That's not healthy and it's not good. You can tell when you get a paper that was written at three in the morning…and part of what I have in my head is the student affairs strategic planning

report, which was really ambitious and really great, but it really pointed toward a lot more resources going in that direction…and the reality is that students only have 24 hours each day. If you start carving time out and finding new and interesting things for them to do, then they start squeezing academics in.

Another professor (M, UT, SS), who similarly objected to students' having too many non-academic options on campus, compared the student experience to eating at a buffet restaurant:

It's a well documented finding that people eat a hell of a lot more food at a buffet than they do when they order off a menu; they try to eat more just because more is available to them and that's kind of what we're providing our students with here by trying to give them everything they could possibly want.

This faculty member quoted above (M, UT, SS) used words such as "battle," "fight," and "surrender" in reference to the relationship between academic and student affairs. I asked him about this language and he explained that part of the "battle" between academic and student affairs related to the application of each group's values, and their respective ability to apply those values in attracting students to their work within each division:

We're really fighting sometimes and that is what leads to the war analogy. Another thing that leads to the war analogy is when you talk about war—like if you look at the current American political situation with the war [in Iraq], it's about values, the American way….We are fighting for freedom and justice and truth and the American way and God is on our side and all these notions of right versus wrong and values….There is some of that going on here to some degree between academics and student affairs. I don't know if they really do, but people think that [academic and student affairs] do have different values….I want students to value what I value and these other people over here [student affairs] want them to value something else and so we feel like we are in a fight for that. I'm fighting for the American way here and they're communists and they're terrorists and, I mean, they're not really, it's just an exaggeration, but there's a perceived difference in values that leads us to be fighting over who's right and who's going to win these students, who's going to win their hearts and minds.

While his metaphor may be interpreted to be extreme by some, his thoughts are consistent with many of the sentiments shared by faculty regarding the competition for student time and attention. Faculty members feel that they are competing in a "kind of an insidious, under the radar, kind of war" (F, T, SS) with student affairs for the time they feel that students should be

spending reading more and doing more research. As one disappointed faculty member (M, UT, NS) stated, "there are some students who seem to treat the education as a small hindrance in their social schedule." Another faculty member (F, UT, SS) described some specific examples of how students get pulled away from academics:

> Every spring there is a weekend where the fraternities have house parties. It's a university sanctioned party….I had students in my 2:00 class say "do we get extra credit for being here today?" Spring semester has that weekend and it has spring break so there's two Fridays where more than half the class is gone at 3:00 and half the class is gone at 2:00. And athletics takes them; they leave for their away games at noon. So if you teach an afternoon class and your students are athletes, they're going to be gone. Football this year, it was four times, so that's over a week of classes, with classes that meet three times a week.…It gets to the point that the only time students want to come to class is between 11:00 and 2:00 in the afternoon and we all can't teach at that time.…If you teach early on Thursday morning, Wednesday night is bar or party night so students come in 9:30 in the morning and they are still hung-over…not all of them but it's enough that you notice it.

Many faculty felt that they were being squeezed out by everything beyond academics that was offered to students.

The student affairs response to faculty members' concern with overscheduled students came in two forms. One perspective was that it is part of what current students expect from their collegiate experience. These expected opportunities emerge from students' own pre-college overscheduled lives, which is consistent with what is known about the millennial generation (Howe & Strauss, 2000; Marano, 2004). As one senior student affairs professional (F) explained:

> The world has changed and the demands from corporations in terms of what you have done in your college career have significantly changed.…Internships and what you've done outside of class, student groups and organizations, fraternity or sorority involvement, leadership opportunities, plays a huge factor compared to what it did in the past, so the demands for extracurricular activity level has jumped way up.

Another perspective shared by student affairs staff and some faculty members is that, despite the fact that students are at Crossroads first and foremost for academics, students need to have the opportunity to engage in a variety of experiences as anyone else might in one's day-to-day life.

A student affairs professional (F, ML) explained that "when I go home, my work doesn't leave me; it never leaves me. It is a huge part of my identity, but there are other things that I need to do to rejuvenate myself." Students must find an appropriate balance and make choices; that does not mean that student affairs should not provide the opportunities. Advocates of a holistic educational experience sought to acknowledge that students' lives are composed of multiple identities emerging from their many interests. They are not only students, but also athletes, community leaders, friends, as well as campus and community members with passions that lead them to be engaged in a variety of initiatives and hobbies. All are part of a complete campus experience, and faculty and staff should expect their students to live as varied a life as they do.

Summary

This chapter introduced Crossroads University, the fragmentation on campus, and the two main metaphors that will be used to frame the results of the study—drift and perfect storm. The Crossroads Perfect Storm Model presents the many factors that influenced the relationship between academic and student affairs and serves as a scaffold to guide the reader through the results material. Each of the next seven chapters focuses on a different component of the Perfect Storm Model.

Chapter Four also described the heart of the Perfect Storm Model—the Core Elements (institutional mission and philosophy, resources as money, and resources as student time). The core represents the territory where the debate over the roles of academic and student affairs was contested. Each of the three Storm Systems—institutional leadership, academic affairs, and student affairs—were individually influencing these elements through leadership action and inaction, as well as cross-divisional competition. The resulting convergence of the Storm Systems over the Core Elements led to increased tension between academic and student affairs,

limiting institutional progress toward achieving the ideal balance and stability within the Core

Elements.

CHAPTER FIVE
THE INSTITUTIONAL LEADERSHIP STORM SYSTEM

In this chapter, the focus is on "Storm System One," issues pertaining to upper

administrative leadership, specifically, to the leadership culture, the role of the president, the

roles of the vice presidents, and their overall leadership of the institution (see Figure 7).

Figure 7. Storm System One: Institutional Leadership. The figure depicts Storm System One,
which represents the combined effect and overlapping relationship among three factors:
institutional leadership culture and roles, as well as the president's and the vice presidents'
leadership within the context of Crossroads University.

The sections that follow provide insight into the leadership under which academic and

student affairs was operating and describe the leadership dynamic that contributed to the sense of

competition over the Core Elements. This storm system shows how the actions and inactions by

institutional leaders affect the perceptions and experiences of both faculty and student affairs

staff members; these, in turn, influence the potential for partnership between the two divisions.

First, I present summative perspectives on how the trustee-campus relationship influences the

leadership culture of the institution and executive roles. The sections that follow focus on the

president's leadership and that of the vice presidents, and then I close with a review of their combined leadership during the strategic planning process.

<div align="center">Trustees and the Campus</div>

The role of the trustees and their approach to working with the university directly affected the leadership culture on campus and the way that the president and vice presidents approached their work (see Figure 8). At the root of the tension between the trustees and the campus was what the provost described as "at least [a] four-decade-long struggle between the board and the faculty over the mission and the question of who has the right to define the mission of Crossroads."

Figure 8. Storm System One: Institutional Leadership – Leadership Culture and Roles Segment Highlighted.

Once again, the succession of recent presidents at Crossroads is the following: from 1984 to 2004, three presidents led Crossroads—Scott Gilbert from 1984 to 1995, Christopher Baldwin from 1995 to 2000, and John Stevens from 2000 to 2004. President Gilbert served for what has

been described as a successful 11-year period. Following his term, two other presidents held comparatively brief terms. Although each of the two short-term presidencies had its successes, participants described the last nine years as a period of stagnation for the institution as Christopher Baldwin's tenure came to a premature end as he moved on to the presidency at another institution and because John Stevens was ineffective from the beginning.

The provost explained that the executive leaders found themselves caught between two competing groups—the trustees and the faculty. The faculty, who are "typically liberal," were represented by a group of professors who "were among the most liberal." The trustees, however, are "mostly conservative," and those who took the lead in speaking and acting for the board were "among the most conservative." The divide between these two groups led the trustees to charge the president and vice presidents with the responsibility to tighten control over the faculty in order to carry out a vision for Crossroads that was consistent with the perspectives of the trustees. The provost described this attempt to control faculty in the following manner:

> The trustees believed that the faculty had all jumped on the national faculty liberal bandwagon, and they expected the executive professionals they hired to rein in the faculty and to "let Crossroads be Crossroads" as they remembered it in the 1950s and 1960s.

Trustees exerted their control over the campus in various ways. The provost elaborated that one method involved compelling Christopher Baldwin's administration to develop a stronger scheme for faculty merit reviews as the basis for faculty salary increments. Many faculty complained in interviews that the trustees were inappropriately imposing business practices on an educational institution. A second, highly contentious initiative by the trustees was the development and distribution in 1999 of a document entitled *The Board of Trustees Guiding Strategic Tenets*. According to the provost, the tenets "made it absolutely clear who was in charge."

The tenets were 23 statements articulating the board of trustees' vision for Crossroads.

The tenets were introduced in a cover letter from the board of trustees that stated the following:

> The Board of Trustees believes it to be appropriate to transmit to the faculty, students, and administration its current view of the University as articulated in an informal compilation of guiding strategic tenets. This compilation expresses the Board's view of the elements that define Crossroads' character. It is important that the university community understand that this is not a policy or a set of rules. (Crossroads University Board of Trustees, 1999a, para 1)

A segment of the introduction to the tenets states:

> In our search to define a more lasting foundation upon which to base future decisions, the Trustees initiated an informal dialogue. Our purpose was to identify, in a more permanent way, the essence of Crossroads, i.e., those qualities rooted in our history and tradition that define the fundamentals of Crossroads, its academics and student life—in a word, Crossroads' Character….In this document, the Crossroads Board of Trustees sets forth our view of the essential tenets of Crossroads' characteristics and the steps and strategies necessary to preserve this previous legacy and pass it to future generations. It is our sincere hope that the Board's view, as reflected in this document, will be used as a model against which strategies and policy deliberations will be evaluated. We recognize that the students, faculty and administration will come forth with proposals, recommendations, and suggestions that might not adhere to one or more tenets. In such instances the Board will consider the persuasion of the presentation at hand against the backdrop of this document. (Crossroads University Board of Trustees, 1999b, para 2 and 5)

Immediately following the campus-wide distribution of the tenets, the faculty began developing their response, which over 200 members of the faculty approved and fewer than 10 dissented. The faculty response was also supported by administrative staff and support staff of the university. A segment of the introductory paragraph of the faculty response states the following:

> For an institution to function effectively, it should have a mutually accepted and understood statement of goals and objectives. Because the Board's statement casts that mutual understanding in doubt, the Faculty has received the statement of the Board with deep unease. We are concerned both because of the process by which such an important statement was produced, and because of some aspects of its content. (Crossroads University Faculty, 1999, p.1)

Faculty were deeply concerned that the tenets emerged from "a closed process that involved neither notice to nor consultation with the other constituents and stakeholders of the university" (Crossroads University Faculty, 1999, p.1). Despite the fact that the trustees stated that it was not a policy document, some of their language made it appear that it was going to be applied as policy, and the absence of consultation and collaboration with the campus troubled faculty. Two phrases stood out for faculty, leading them to believe that the tenets were going to function as policy: "[proposals will be considered] against the backdrop of this document" and "[the] tenets will guide the Board's operational and philosophical decisions…" (Crossroads University Faculty, 1999, p. 1).

Beyond process, many of the tenets themselves alarmed faculty because they "directly touch the core of the Faculty's responsibilities" (Crossroads University Faculty, 1999, p. 2). The tenets that concerned faculty most were ones that questioned the faculty role in governance, focused on the faculty role in teaching at the perceived expense of scholarship, set curricular design expectations, and seemed to shift the campus away from its present commitment as a secular institution to emphasizing the "Judeo-Christian values and principles" upon which it was founded (Crossroads University Faculty, 1999, p. 3). The tenets further developed an already existing wedge between faculty and trustees because professors believed that trustees were "imposing [their] authority in matters properly the province of the Faculty" when they staked positions on curricular design (Crossroads University Faculty, 1999, p. 4).

In 2004, Shinn wrote about Crossroads and the board of trustee tenets in an article, "Conflicts of Cultures: Governance at Liberal Arts Colleges," where the pseudonym for Crossroads is Alpha College. He describes the influence of the tenets in saying:

> It was clear to all campus groups that the trustees' secretive action was intended to assert their authority as "owners" and "managers" of the college. But the "guiding tenets"

seemed to go even further than this intent by making the trustees the primary, if not sole, "governance" constituency of the college because they essentially cast aside the collegial governance principles and practices by which the college normally operated. (p. 21)

Shinn explains in his article what many on campus described in my fieldwork. The "strength of the trustees' assertion of their singular authority" (2004, p. 21) led President Baldwin to resign and justified, in the eyes of the trustees, the appropriateness of shifting the president's role at the university from Chief Executive Officer (CEO) to Chief Operating Officer (COO). The tenets, President Baldwin's resignation, and the change in the president's stated role to COO troubled faculty as they considered the types of candidates who would be interested in succeeding President Baldwin.

John Stevens followed Baldwin and accepted the presidency in 2000, but many on campus considered Stevens a less than ideal candidate. As a senior student affairs administrator (M) stated, "The board hired a president who in essence was a figurehead. He did what [trustees] told him to do." The provost added that, as COO, the trustees "kept [him] on a short leash" and "the chair of the Board called him several times a week with instructions." Stevens' role was complicated by the fact that he was stepping into what the provost called "a war on the Crossroads campus" between the trustees and faculty. A faculty member (M, T, SS) explained that the president was caught in "a vise between the board which wants to manage the university and tame and control…and the faculty who have in many different ways vigorously opposed it." The faculty, according to the provost, saw the president and vice presidents aligned with the trustees and, as a result, sought to "use any means they could to battle the executive professionals and trustees."

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The presidential leadership of the university heightened the stresses on campus in general; the tension between academic and student affairs, in particular, stemmed from the leadership at the top (see Figure 9).
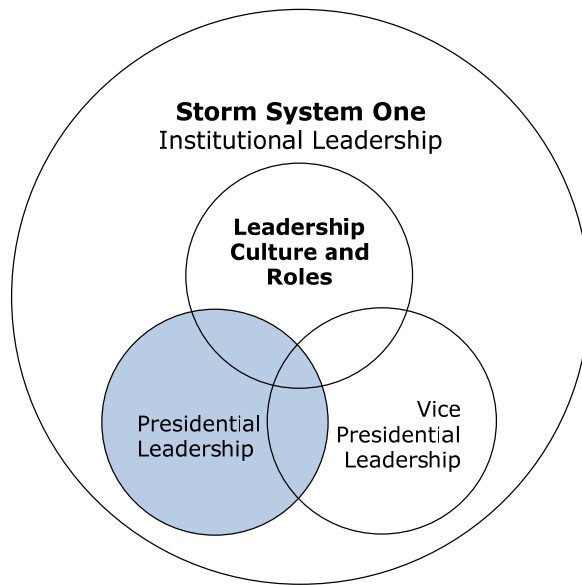
Figure 9. Storm System One: Institutional Leadership – Presidential Leadership Segment Highlighted.

A long-time student affairs staff member (M, SR) offered an important contrast between Scott Gilbert's presidency (1984-1995) and those that followed:

> The key is leadership. We had as much opportunity with Scott Gilbert as we could have had, but we've been stagnant since then….[Scott Gilbert provided] that cohesion; he was able to balance everything and bring people together; he was a real leader. He was charismatic, he knew how to raise money, he knew how to bring different sides together, he had a personal skill that moved us forward, and he had a great relationship with the Board of Trustees. Since then, that's not been the case.

An administrator within academic affairs (M) expanded on this description of Scott Gilbert's tenure and related it to the Christopher Baldwin years (1995-2000):

> Throughout Scott Gilbert's tenure, we became a collaborative working culture, and during Christopher Baldwin's tenure we became much more focused on what our priorities are. If you go back to read [Baldwin's] strategic financial plan, he started out with seven key areas. He said "here are the things that are the seven key areas for us to focus on in the next five years"….Then he put together cross-functional teams to work on them…teams which crossed all sorts of boundaries….This was a whole campus thing where we all talked about affordability and sensibility.

As evidenced by this administrator, Baldwin was able to continue a culture of collaboration that characterized the Gilbert administration. Several participants spoke to me about Baldwin's approach to the strategic financial plan and it was frequently used as an example to demonstrate that the university did not operate in silos as pervasively as during the succeeding Stevens administration.

Faculty and administrators discussed a critical shift toward the end of Christopher Baldwin's time at Crossroads. President Baldwin focused on institutional priorities, but his vision for Crossroads was not consistent with that held by influential trustees. According to a long-time member of the campus community (M, SA, SR), the tension and "disagreements with trustees were paramount to [Baldwin's] decision to go." A faculty member (M, T, HU) provided some additional perspective to the transition between President Baldwin and President Stevens in saying that trustees "did precipitously end [Baldwin's] administration and they categorically defined the process of selection of [Stevens], which was largely to the exclusion of the campus in terms of input."

Regardless of division or role within the university, people expressed disappointment with President Stevens' tenure at Crossroads. One faculty member (M, T, PS) was not alone in criticizing Stevens because he failed to provide a vision and was not skilled in helping others identify their overlapping goals:

> [Stevens' presidency was] ill-conceived from the beginning and poorly executed throughout….John came in without a clear idea about what the university is all about.

He's not a particularly strong personality. He's not one who engenders a lot of confidence….I'm sure you'll hear that there is not a lot of trust for things that he's done. He just isn't a good fit; he didn't seem to come in here with a lot of energy, commitment to really working hard with the faculty and with everyone else to move things in a particular direction. It seemed like he came in, took the presidency, thought "nice to be president of this nice university," and kind of had the idea that a vision planning or strategic planning process was a good thing to do. Maybe he got that from the trustees. He announced that in the first convocation address, but I don't think he had a clue of what that was all about or a clue of what was needed here at the university.

This faculty member went on to describe the first strategic planning meeting as an example of the president's problematic leadership approach. Stevens met with a group of faculty and administrators and told them that they would be developing the institution's strategic plan, but "nobody came in [to the meeting] with a clear idea of where it was going to go; nobody even came in with a clear idea about having ideas." The professor felt that the president "could have provided more leadership" but instead did not seem to be interested in being involved in the process. The task was "passed off to the provost who had just started at the university that summer, didn't know his way around the university, doesn't have a particularly strong personality, wasn't going to win people over with his charm, and wasn't sure what to do."

The term that I continued to hear from some interviewees in reference to the president was the "Peter Principle." By this, they meant that Stevens was hired into a position at Crossroads that he was not qualified to serve. A faculty member (M, UT, PS) defined the term in the following way:

Organizations fail because everyone rises to their level of incompetence….You rise up to a point where you shouldn't be anymore, but you get there and you are not smart enough to realize that you shouldn't be there, so you don't go down; you just hang onto your job and your title.

As the president held onto his job, a senior student affairs professional (M) explained that people felt that the he "provided no direction for four years." This ineffectual leadership handicapped the institution by not capitalizing on the skills and talents of the faculty and staff to elevate the

university to its next level of development. While interviewing people and observing meetings, I frequently heard people express concern that the institution was not moving forward, but, even more distressing, people wondered how long the place could continue without going backwards.

The President's Leadership of the Vice Presidents

The president's leadership of his vice presidents, if ineffective, can potentially create an increasingly divisive campus climate. At Crossroads, bringing the vice presidents together was particularly important because of the high vice presidential turnover that occurred during the early part of Stevens' tenure. The president did not forge bonds between the vice presidents and that, as one academic affairs administrator (F) explained, led to an increasingly fractured campus:

> If we knew what the common goal was, we'd all be working toward the goal, and because we don't know what the common goal is, people are just working toward their own goals….This leadership vacuum that we've had for two short-term presidencies…the quality of the leadership….This leadership void is allowing people to go in five different directions, and they might be convinced that what they are doing is good. We're not going in one direction. It's leading to a lot of competing elements where the goals are competing between divisions and we are not going forward. We are just walking away from each other. I guess I would say that probably what's driving it is just a lack of leadership at the top—the very, very top.

According to faculty and administrators, the university was going in multiple different directions because the president "always said 'yes'" (F, AA, AD) to people, telling individuals one-on-one what he thought they wanted to hear. An academic affairs administrator (M) described how Stevens sent conflicting messages to the vice presidents of academic and student affairs:

> [John would] talk to one vice president separately, he would talk to the other vice president separately, and would tell each one what they wanted to hear. They each walked away from the conversation thinking they heard the real story, and the other person heard the same story, when in fact the other person hadn't heard the same story….It's created a situation where the vice presidents compete, challenge each other, don't understand each other's vision, and believe that the other person is working outside

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of the agreed situation. The agreement, as they understood it, may be X, when in fact the other person didn't even hear that same situation.

The president was not effectively "managing priorities across divisions" and engaging his executive staff and others in conversations about how to use the finite resources to accomplish institutional goals (M, AA, AD). Given this state of affairs, a faculty member (M, T, HU) posed two questions that many were asking: "Who's in charge? Each [vice president] is in charge of his/her own little piece of things, but who's looking after the whole store?" Another faculty member (M, T, NS) expressed her frustrations with the leadership, saying that "you need someone who is willing to put the brakes on, and the only person who has the interest of the university at large is the president," and Stevens did not posses those qualities. People across campus questioned his leadership and his capacity to bring people together to build a future for the university on a solid foundation of trust.

Participants characterized the divisiveness on campus using many terms, including territoriality, turf wars, operations in stove pipes, or silos between the vice presidents. An academic affairs administrator (M) commented:

> The stovepiping and segregation has become way out of balance in the last four years, and that's the official way the university runs and the official way that budgets are approved.…[Operating in stovepipes] is what John knows.…I would not want to be at a president's staff meeting to save my life…it is turf, stovepipes, and it's protection…those are the clues I pick up on from the vice presidents.

In his interview it was evident not only in the content of his discussion but also in his tone that he was disappointed that the climate on campus shifted with Stevens' arrival. People's perceptions led them to think that, in a short period of time under his leadership, Crossroads went from a comparatively collaborative place to a territorial one. A highly involved faculty member (F, T, SS) reinforced the above description of John Stevens' administration and emphasized that silos will develop naturally unless intentional leadership exists to minimize it:

> For whatever reason, on purpose or by default, the current leadership has led to…the increasing war of all against all and the different, feudal kingdoms fighting over increasingly scarce and desirable resources, especially now that we are in a financially difficult position….The problem is that the silos have been allowed to grow separately. The permission for that has come from the top because it takes an act of will by a president, or his vice presidents, and directors to remind people that we are a team and you don't get the tail wagging the dog.

It is ironic that people described the campus this way given that in the spring of 2003 the faculty minutes for one particular meeting notes that the president said: "We should be 'one Crossroads,' without large divides between different segments of the university" (Crossroads University Governance Record, 2003, March 3).

One of the vice presidents (M) said that to create positive, collaborative interactions among the vice presidents, the university needed a leader with the skills to construct a team. He explained that Stevens worked hard at "putting people onto the team" but inappropriately "assumed that we're all adults and chemistry will happen." Team building does not happen naturally and requires "things like formal retreats, informal gatherings…the kind of personal stuff" that the vice presidents try to do with their own staffs. The provost agreed that the president did not invest sufficient effort into developing his executive team:

> The president has never entertained the vice presidents as a group in three years. I know of a particular university, where every Tuesday night all the vice presidents and the president go out to dinner together….They talk business, but there's no agenda and it builds a sense of *esprit de corps*, of trust, of collaboration, of empathy which lets them sail through the year. When there are crises, they know they're there to support each other.

The only times that the vice presidents met, according to the provost, were during "high stakes meetings" with set agendas where decisions had to be made. The provost disclosed that during these meetings "you've got to be pretty sharp to make sure that your area doesn't get disadvantaged." The absence of a clear institutional direction contributed to increased competition that further complicated the senior executive gatherings. A vice president (M)

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explained that "it's going to take that clear mission and a clear singing out that this is what we're all about so we're not battling each other over resources or such." The university desperately needed a mutually agreed-upon mission to guide all decisions and maintain institutional balance and consistency.

Missed Opportunities

Overall, a faculty member explained (M, T, PS), people viewed Stevens' tenure as a period of time during which the institution squandered opportunities:

> We've lost opportunities, huge opportunities, in the last 4-5 years. Crossroads is a school trying to gain greater national prominence, attract better students, and attract an even better faculty. [We were] on a good trajectory through the Gilbert years, continuing maybe at a slower rate through the Baldwin years, and have fallen precipitously in the last few years.

A long-time faculty member at Crossroads (M, T, SS) used a business analogy to describe the long-term effect that resulted from the absence of "new programming opportunities" that should have been developed in the last five to seven years in order to offer the kind of quality education that Crossroads claims to be offering:

> It's been like old IBM, for example. It's a classic analogy: you are in a niche in the marketplace with an established brand with a good reputation, and could live off of that for a long time, but you just went to sleep at the wheel and in terms of R&D and product development, you died on the vine and woke up one day and you are at the end of the caboose…and now you have to run like crazy to catch up, if you can. That's where we are right now and I mean, that's exactly how I would portray it.

Similar to the biology department staffing example discussed earlier, this example suggests how changes were taking place in the environment surrounding Crossroads and action needed to be taken to adjust; however, different from the biology example, an appropriate response was not taken because Crossroads leadership was "asleep at the wheel." As a result, the campus was falling behind.

The same faculty member who used the IBM metaphor went on to explain how the leadership at the top undermined the leadership throughout the university. "You are looking" he said, "at a place that over a period of time has been devastated by poor and absent leadership." This person was most concerned with the way that the absence of leadership at the top caused leadership issues all through the ranks:

> If you did an organizational flowchart of Crossroads prior to Stevens' coming, and one after, and then go two to three years out, that's where you see the costs encountered. It's the people who left, who refused to work with him, that he either ran off or left on their own, and those were very seasoned, highly effective professionals who understood what a university was and how to participate in a university; they knew their role, their functional relationship and were very good at it.

Thus, not only was there a lack of leadership from the most executive staff, but people who had the skills and talents to help move the institution forward to its next level of success left the institution, thus contributing to institutional stagnation.

Diminished Campus Morale

The state of leadership throughout the institution altered the campus climate in ways that influenced the progression of the university, but it also influenced people's lives in very direct and personal ways. People spoke of their sense of trust and their morale being compromised as they highlighted the fact that so much of a president's work at an institution of higher education is based on forming solid relationships. The typical model for university interaction involves discussion and debate, and for this community it became difficult to engage productively because individuals did not fully trust their leaders. Multiple faculty members described feeling that they had been lied to by the university's leaders. They were specifically concerned with faculty opinions being misrepresented to trustees and vice versa. One faculty member (M, UT, HU) described this erosion of trust with a sardonic chuckle, using a metaphor to express his point:

Too frequently and too obviously [being lied to] is the problem. When you say…it's raining out right now, yep, that's it, it's raining right now. I promise you the board says it's raining right now and then you open the damn window and it's sunny as you know in the middle of the summer you sort of wonder what's upstairs….You don't lie. If you're going to lie, lie sneakily. Don't lie if you can be found out immediately. This makes no sense to me at all, and this is actually a pattern that we've seen in this particular administration and leaves me absolutely stunned.

Another faculty member's (F, T, SS) comments captured the divisiveness that resulted from the misrepresentations:

We have administrators who play trustees against faculty, the faculty against the trustees….So it tends to be the case that the trustees view [faculty] as a bunch of incompetent crazies, typically very left wing, and we see them as the great demons, the entrepreneurial corporate demons of the world. I mean that's only a slight exaggeration.

Noting the serious deterioration in job satisfaction arising from the campus divisiveness, one faculty member (M, T, SS) remarked that "[the university is] demoralized and sort of made people ask themselves 'why am I working my butt off for this place if the university seems to be lost in its own administrative atoll, or island?'" The absence of leadership and institutional direction caused many faculty members to question the degree to which they should commit themselves to campus life:

For most of us, particularly the senior people, it would be far easier for me not to do this or even care about it. I can work twelve hours a week here and make more money than anybody else here. I can go home and read, watch TV, play golf, and nobody can touch me. That's how crazy it is. So whether I want to work a 70 or 80 hour week or twelve or fifteen hours is my choice, right, so I'm sitting here frustrated that the place won't let me work harder and better. (M, T, SS)

The climate on campus drove people to begin reconsidering their futures as they looked to the administration that would replace John Stevens. The faculty and staff, described by an administrator (M, AA) as "an enormously positive and powerful force," represent the most pivotal resource that a college has to offer and many felt that they had been abused. "[They've] been beat up," the administrator said, "I've had more conversations with people who feel like

maybe they should go somewhere else…people who have been loyal to Crossroads for a very long time."

Two core issues emerge from the comments on the presidential leadership. First, Stevens did not develop a sense of unity across campus or, more specifically, he did not cultivate a team among his staff, and, second, he did not provide a unifying vision. Luckily, according to several people, the effect of this style of leadership was softened because, as one faculty member (M, T, HU) explained, "[we have] all these wonderful loyal career civil servants," people who have been devoted to Crossroads. An administrator in academic affairs (M) showed me a pin that was worn by many of these dedicated Crossroads community members. The pin symbolized the support that these professionals gave each other over the past three and a half years in order to compensate for the lack of support from the people above them:

> [The pin depicts] three redwood trees and the notion being that an individual redwood tree by itself would blow over in a minute, but the fact that they're all hanging together and the roots are intertwined, they support each other. There's just been a huge group of people who have come to each other's aid and assistance.

While these people have been instrumental in keeping the university operating, their efforts came at a great price. The most significant challenge facing the new president, according to an administrator in academic affairs (M), is improving morale: "What he has now is a campus in which lots and lots of dedicated people have lost their morale and feel that the institution has used and abused them."

<div align="center">Vice Presidential Leadership</div>

Interviews with faculty and student affairs staff revealed many ongoing challenges over the years regarding the relationship between academic and student affairs. The level of collaboration has varied depending on both the presidential and vice presidential leadership (see Figure 10).

Figure 10. Storm System One: Institutional Leadership – Vice Presidential Leadership Segment Highlighted.

The 2003-2004 academic year was one of several recent academic years when the relationship between the VPSA and the provost was the most tenuous. An academic affairs administrator (F) explained the uniqueness of the current climate:

> One problem for your study is going to be the fact that in the last four years we haven't been as good at communicating across divisional lines as we were previously. A lot has been done between the president and a particular vice president, rather than in a cross-division setting such as the president's staff meetings.…I've been in this position for more than ten years and there has been the least collaboration among divisions in the last four years that I've ever experienced. So what you are trying to get at [referring to the research] I think is something probably not specific to just the four years, but it's going to be confounded by the fact that some of this is particular to the four years.

This administrator then offered some reasons for the differences between the current approach to running the university and past methods. She contended that past executive groups had representation from the different divisions and they openly discussed issues facing the university. Ideas and issues were brought to the president's staff meetings so that the group could discuss and collaborate on decisions. A common approach would be for leaders to say, "This might

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affect you too, so you need to know at a very early stage what we're thinking about, and I need to hear your concerns about it." As a result, there were fewer times when people felt left out of the loop about something that affected them. The administrator also emphasized that, in the past, people held themselves accountable for involving members of all divisions in discussions because "it would be a huge embarrassment to think that you snuck something by someone else." She was distressed that this was no longer the case and therefore bred distrust. She described how more recently a vice president might share a draft report with executive colleagues *after* the draft was distributed to a board of trustees committee rather than review it with colleagues *before* the distribution. The sense is that people are trying to gain an advantage over each other, which "creates a much more adversarial process." People's direct appeal to the board rather than to the president and each other demonstrates "a total breakdown of internal process and procedure" (M, SA, SR).

As mentioned earlier, the central issue is the tendency of vice presidents to form fiefdoms: "Without central leadership things have split up along the vice presidential levels. Those guys are out raiding and protecting turf and they pass it down the chain. The attitude moves down through the people that report to them" (M, T, NS). Ultimately, the damaged trust and limited cross-divisional communication at the vice presidential level affected many staff members because they felt handicapped in performing their own work. People within each division needed to "divine things that are going on" in the other division and the information they did receive was "piecemeal," with individuals within each division hearing different perspectives on the same topic (F, AA, AD). The limitations and missed opportunities caused by the vice presidents not trusting each other, led to the same weakened sense of trust across the campus.

Faculty and staff also shared their thoughts on the leadership style of each of the vice

presidents. When describing the VPSA, for example, people within academic affairs and people

within student affairs shared dramatically different perceptions of the VPSA's role and

performance. Faculty perceived him to be a strong advocate for his division with a great deal of

institutional influence while student affairs staff perceived him to be a weak divisional leader

who did not adequately represent Student Life.

The Academic Affairs Perspective on the Vice Presidents

Faculty and academic affairs administrators routinely described the provost as "weak"

and "ineffectual" and the VPSA as "articulate" and a "strong advocate for his division." This

imbalance heightened the tension and perceived prioritization of student affairs over academic

affairs. A faculty member (M, T, NS) explained some of the implications:

> Because we have such an ineffectual provost right now, academic affairs has very little
> influence as an administrative division, and has much less influence than it should on the
> rest of the institution. There is a continual negotiation for authority, for respect, and
> resources between the branches of the institution, which happens at different levels, but it
> surely happens at the vice presidential level, both through relationships with the board,
> and through action, I presume, with the president's staff, and in empowering their
> subordinates. Presently, the VPSA has been very effective in all of those, and
> therefore…simultaneously athletics is becoming more and more muscular and self-
> assured.…The provost, on the other hand, is passive aggressive, incompetent, dislikes the
> faculty, and he has sought not to further the academic affairs division's interests, either in
> developing programs, in supporting funding, or empowering the faculty.

When I asked about the influence of these different personalities, this faculty member went on to

clarify how it affected the institution and her work:

> Finances have shifted off toward athletics….Athletics feels more powerful in its
> relationship with the rest of the institution, which finally shows up in my office here with
> how much students feel like they're authorized not to do my work so that they can do
> athletic work….The imbalance also filters up to the trustees. The trustees who support
> athletics have a much better sense from the campus that they are doing a good job. The

trustees who support the educational mission have no data; they have no ammo, nothing to carry forward.

When it came to the provost's apparently unsatisfactory leadership and the VPSA's strong advocacy, the word that continually came up in conversations was "vacuum." The provost in theory is set up to be "the first among equals," said a faculty member (M, T, SS). Nevertheless, because of his weak leadership, the VPSA "was the only act in town," according to another faculty member (M, T, HU). This professor explained that the VPSA advocated strongly and successfully for the needs of his division because of the weak provost, "when you get a vacuum over here [due to weakened academic affairs leadership], something expands to fill the space." Frustrated faculty perceived that student affairs was filling that space and the provost was not living up to his responsibilities; as provost he should be operating as the first among equals at the vice presidential level.

When I interviewed the VPSA, I relayed to him the fact that faculty appeared to be concerned that in the last couple of years he had been skilled at articulating his vision and direction for the division while the provost had not been able to advance his position. He responded saying that he had reflected on the differences between his leadership style and the provost's. He explained:

> I've pondered what's the right reaction, the right response….I just don't believe that the correct approach for student affairs is to back off, to slow down, and lower its sights. You know, as an alum, as an administrator here today, nothing would make me happier than to have someone eating my lunch with his or her vision for the academic life of Crossroads. I hope that that is where we are heading; I hope it's high on the new president's list.

The Student Affairs Perspective on the Vice Presidents

Student affairs administrators had very different perspectives regarding the VPSA's work. It is important here to reiterate that the VPSA supervised two large areas: Student Life and athletics, as well as religious life, career development and public safety. While faculty felt that

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the VPSA was a strong advocate for student affairs, staff within Student Life noted an important distinction: they felt that the VPSA was a strong advocate for athletics but a weaker leader when it came to the work of Student Life. Staff members felt that their vice president did not understand their role, was not able to represent their professional values and priorities, and was ineffective at making their voice heard.

The Student Life staff perspective stands in stark contrast to the faculty perception that the VPSA was representing student affairs too well and that their voice was too frequently front and center. A senior student affairs professional (F) stated that "[faculty] don't have to fight for a voice; they always get a voice….I'm upset with our leadership; I'm upset with the VPSA for not fighting for a voice when we need our voice to be heard." Student Life staff expressed concern that the VPSA did not represent student affairs properly because he did not understand their role. The VPSA's staff questioned his overall effectiveness regarding student affairs work:

> We spend much of our days helping him understand what the dilemma is and then he ignores our input and changes it and then back peddles later, so it's really frustrating to have a vice president who's not necessarily understanding all of our needs….We end up being frustrated by the lack of competence. (M, SA, SR)

In an interview with the VPSA, he admitted that he had limited experience with student affairs:

> Now, understand—I've never been a VPSA before; I've never been *anything* in student affairs before. I've been a member of presidents' staffs, working with VPSAs and deans of students, and knew the operations in that way. So I was not an absolute stranger, but to see it from this vantage point is a recent phenomenon for me. That said, I came to this position with more than 20 years' experience, understanding and explaining to others the mission and operations of both Student Life and the academic enterprise.

While the VPSA felt that he had the transferable skills to serve in his role, many Student Life staff believed that his lack of experience and keen understanding of student affairs hindered the progress of the division. One academic affairs administrator (M) pointedly explained what many people felt about the VPSA's leadership and approach. He said that the VPSA had neither the

qualifications nor the experience to navigate the challenges inherent in the VPSA role. As a result, "he allows athletics to run rough shod and doesn't reign them in," and he does not exhibit a genuine commitment to academics.

<p style="text-align:center">Strategic Planning and Self-Study</p>

The leadership struggles described were reflected in the institutional strategic planning and the self-study for re-accreditation. The launch of Crossroads' strategic planning process coincided with the requirement to conduct a self-study for re-accreditation. The administration, therefore, planned to combine the two processes so that what began as a strategic planning process would transition into a self-study process. This plan did not execute well and, as a result, faculty and staff described the strategic planning process as a "bungled" and "unfortunate disaster." The planning process was aborted due to the president's retirement, which led to the abandonment of the work on the strategic plan. As a result of these developments, the transition into the self-study work was not as seamless as originally intended.

The most significant criticism from academic and student affairs staff was that the strategic planning process remained isolated within each of the five divisions; people wanted an institutional context for the work performed within the divisions. The VPSA commented that the decision to focus strategic planning within the divisions emerged because people believed that it would ease the transition from the strategic planning process to the self-study for re-accreditation. There was a "tactical decision made to divide everything up and begin in our silos" so that each division could more easily take ownership of the various parts of the self-study. The VPSA was critical of the process because many of the traditional preliminary planning steps were not incorporated into the strategy. He explained that "at the eleventh hour," a number of the president's staff expressed concern that strategic planning was about to be launched without first

<p style="text-align:center">148</p>

conducting an "analysis of strengths, weaknesses, opportunities, threats, and institutional-level thinking about the context for strategic planning and where the institution is today." The president's staff tried to address this with a day-long retreat, but there was not sufficient time to adequately frame the divisional planning within a thoroughly reviewed institutional context. The VPSA went on to share additional perspectives on the planning process resulting from the absence of leadership:

> The underlying problem here was lack of definition of the planning process, and the fact that planning started in silos. Planning at some point will always go in silos, but it's a question of whether it begins in an integrated fashion and then breaks off into silos, comes back, or whether it starts in the silos. It started off in the silos here with no ground rules, no instructions—be ambitious, don't be ambitious, recognize constraints, don't recognize constraints—and people went after it differently.…It's a manifestation of the dearth of central leadership, dearth of central vision.

An academic affairs administrator (F) suggested that the process created a contentious tenor on campus, resulting from the divisional planning going on too long. The divisions were spending too much time talking about their own priorities. The silos were never brought together, and therefore faculty and staff never had the opportunity to make decisions among the many divisional priorities. The provost remarked that the lack of "a unified strategic planning process actually fed into the sense that people [were] retrenched back in their camps." The process failed to provide the opportunity to discuss "the greater good" and fueled people's belief that they operated in units rather than as a university (F).

The separate plans heightened people's sensitivity to the differences between academic and student affairs. An academic affairs administrator (M) stated that the "process led to multiple documents coming in that were not thoughtful of other parties' interests." Asked about the potential of the two vice presidents working together on institutional planning, an academic

affairs administrator (M) repeated the response that he himself had received when he asked that same question:

> The suggestion that these two sit down and jointly talk about planning was soundly rejected because, and the quote was, "that would imply that student affairs and academic affairs are equal, and we're not." I was astounded by that, because where's the win in that? I don't see a win in that at all.

He thought that that approach was unproductive because it focused on territoriality rather than on what was best for the student. I went on to ask this participant whether the academic affairs and student affairs divisions truly planned to address the need to create greater partnerships between the divisions, as articulated in both draft divisional plans. He quickly responded that "everybody believes that the statements in both of those plans were simply lip service." They were the politically correct thing to say and "nobody on either side of the fence believes that the other people really believe that they want that."

<p align="center">Summary</p>

The presidential leadership and the diverse leadership styles of the vice presidents led to a planning process that drew people apart in protective formations, reinforcing the perceived competing priorities of the divisions. The leadership factors described thus far in this chapter compounded the problems and created Storm System One. As depicted in Figure 11, the gathering force of Storm System One influenced the whole campus climate by fueling the preoccupations of faculty and student affairs staff (Storm Systems Two and Three respectively) and acting directly on the Core Elements.

Repeatedly across campus, I heard calls for leadership that would bring people together to define the future of the institution. People felt divided, demoralized, and disappointed that the institution could not make progress during the Stevens administration. The resulting divisiveness that escalated between academic and student affairs was reflected in the private and community

discussions where people spoke about conflicting views on the mission and philosophy of the university, the allocation of funds, and students' use of time.
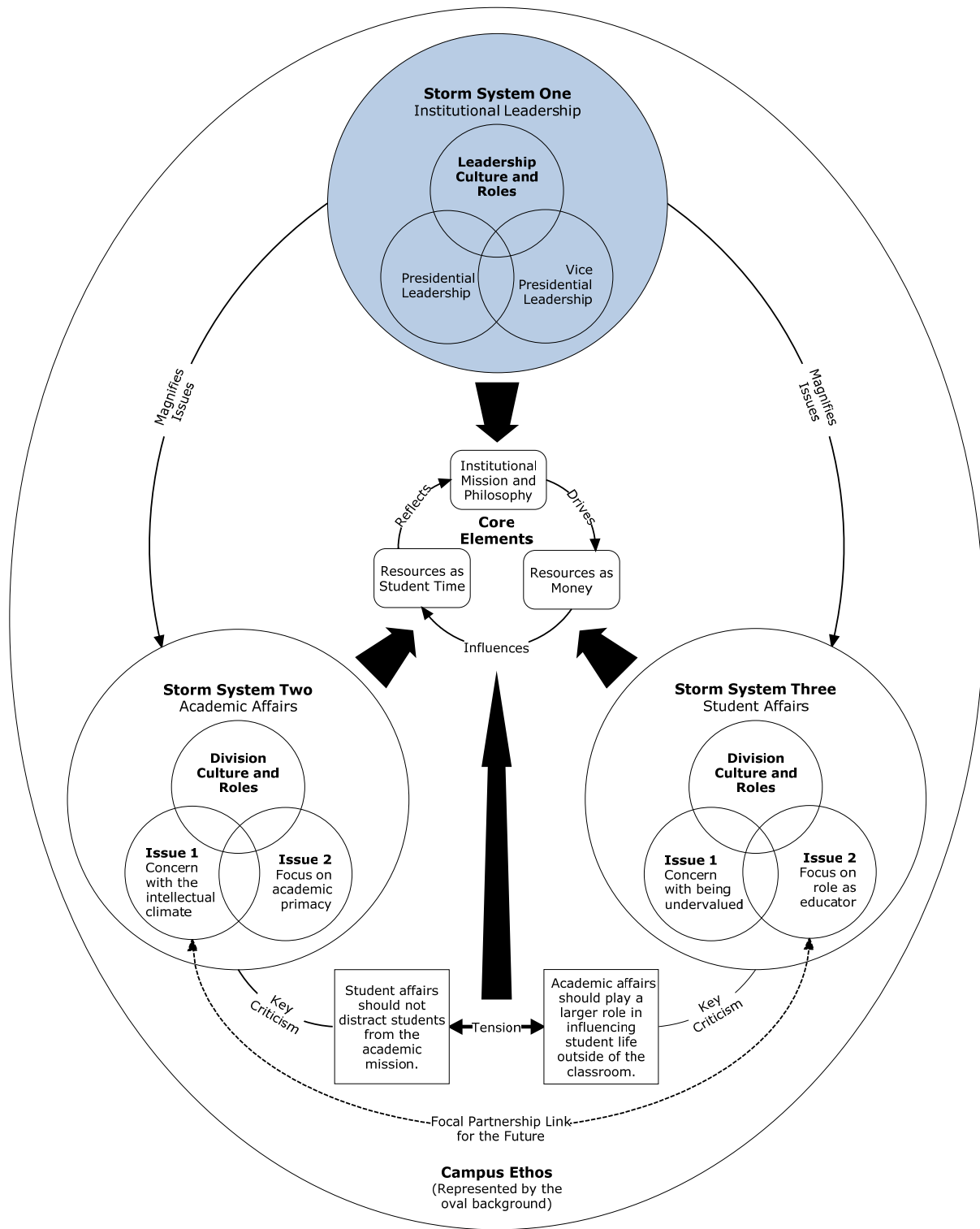
Figure 11. The Crossroads Perfect Storm Model – Storm System One Highlighted. Storm System One: Institutional Leadership is highlighted to note that the material presented in Chapter Five described how this Storm System acts on the Core Elements, while also magnifying the prominent issues identified by academic and student affairs staff.

CHAPTER SIX
THE ACADEMIC AFFAIRS STORM SYSTEM

Chapter Six introduces "Storm System Two: Academic Affairs" (see Figure 12) and

reviews how faculty describe their experience at Crossroads, including their roles, identities,

thoughts about the students they work with, and struggles. This chapter provides insight into the

self-described functions, motivations, and challenges of faculty members at Crossroads.
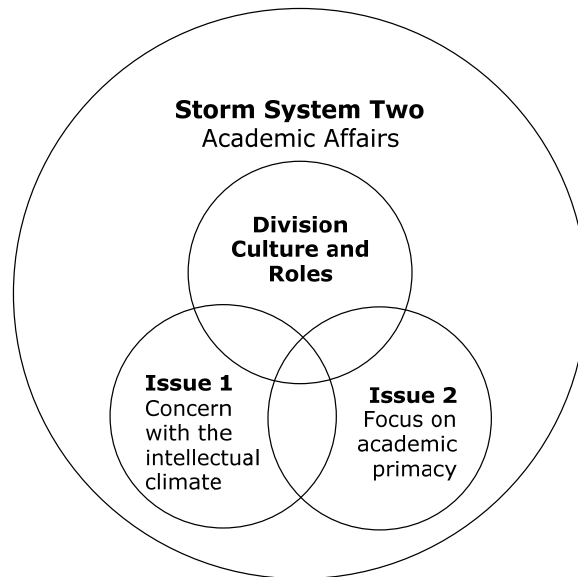
Figure 12. Storm System Two: Academic Affairs. The figure depicts Storm System Two, which
represents the combined effect and overlapping relationship among three factors: the academic
affairs division culture and faculty roles, faculty concerns with the intellectual climate on
campus, and faculty focus on the need for academic primacy over other institutional priorities.

Academic Affairs Staff Culture and Roles

During faculty interviews, I focused on a set of questions about their perceived roles,

which are largely defined by the culture of the profession and the culture of the campus (See

Figure 13). When one parses out the leadership issues and the political challenges at Crossroads,

professors appeared very satisfied with and enamored of their careers and their experience on

campus. They were passionate, engaged, and devoted to their lives as scholars and teachers. A

faculty member's (M, UT, PS) description of the end of a particularly wonderful day at work

captured this enthusiasm:

> A friend of mine once said the best thing to do is to figure out what you'd like to do most
> and then find someone to pay you for it. I found that exact situation.…There are days,
> quite honestly, when I leave the campus, a day like this, beautiful, leaves are turning, and
> the carillon is going; I've just given a really good lecture. My God, they actually pay me
> for this, *wow*. I don't know how many people in the world can say that. I have to feel so
> fortunate to have this….There is no life like this, the university. What a great institution;
> what a great invention….I like the freedom that the university allows me and my
> colleagues. I get a huge kick watching the students learn and develop and I mean the
> reward comes when you get an email or a letter or something from a student of years ago,
> who says, "I was just thinking about you and here's what I'm doing." *Wow*, that is so
> neat. There is no other job in the world that offers that kind of reward, that kind of
> freedom, that kind of ability to do what you really enjoy to do without being entered by
> other powers.

His enthusiasm and excitement for his work was palpable. Many other faculty members who

spoke about the strength of the faculty at the institution conveyed the same sentiment: they are

passionate about their work and overwhelmingly invested in continuously thinking about how to

do their work better. One particular professor (M, T, SS) described his and his colleagues'

excitement and positive attitude about their work:

> We really don't have deadwood at the university. Really, you can't find anybody on
> campus who is just giving the finger to the university and collecting a paycheck. You
> don't find anybody who doesn't know their stuff, is fascinated by it, and wants to
> evangelize students with regard to it.
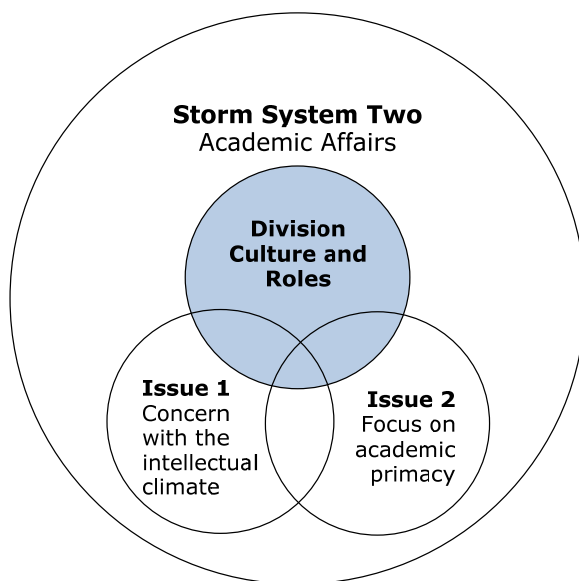
Figure 13. Storm System Two: Academic Affairs – Division Culture and Roles Segment Highlighted.

Faculty Independence and Motivation

Faculty positions entail a great deal of independence, which makes their role unique when compared to most careers. As one professor (M, T, NS) commented, "You decide when you want to work, where you want to work; you can screw around a little bit during the day and work all night, screw around a little bit on Thursday and work Saturday and Sunday—nobody cares." He explained that the "looking over the shoulder" happens only once a year in some cases but usually it is once every three years. He laughingly shared a story about the difference between his work experience as a faculty member and as an administrator. Recalling his first or second day as an administrator, he said, "I walked out of my office and went to the library; I came back and the secretaries were in a tizzy: 'Where were you? We need to know where you are.' It never occurred to me before that someone cared where I was."

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Another unique characteristic of professors is their source of motivation for success. On this topic, the faculty member quoted above (M, T, NS) discussed how faculty motivation plays out over the course of their careers:

> Faculty tend to be self-motivated.…Think about a faculty career: We go to graduate school, goodness knows depends on the discipline four, five, six, seven, eight, nine years living on graduate assistant pay and working hard because we're motivated and we like what we're doing, but we certainly are not making any money. Then we come to a university and if we're lucky to get a tenure type job where even if we are not entirely motivated, the one thing that hangs over our head is the scramble for tenure. So we are 35 years old or older before we just might be motivated by salary. By that time most of us aren't. We've just spent 15 years of our lives being motivated by the requirements of academic research.

This perspective helps to reinforce the uniqueness of the faculty experience, not only in their day-to-day lives but also in how their careers develop. They cherish their autonomy, and their intellectual excitement drives them to challenge themselves, their peers, and their students to be thoughtful and curious. They enjoy the learning process and are rewarded by seeing others grow in their understanding of the world around them.

The Teacher-Scholar

At Crossroads, faculty described their role using the term "teacher-scholar." The university expects faculty to balance being effective teachers with serving as accomplished scholars contributing to their respective fields. Faculty members frequently described "service," the third component of their role, as falling in a distant third when compared to teaching and scholarship. Thus the most significant challenge for faculty was to balance the dual role as teacher and scholar. Some felt that they adequately divided the responsibilities between each of the roles equally:

> I would say that I put almost equal time and emphasis on teaching and on scholarship.…The teaching load is relatively high at Crossroads, so during the year I try to do at least one day a week of scholarship and build that into my schedule and then during breaks I spend almost full time on scholarship, writing papers and reports, and

doing research. In the summertime it's almost 100% scholarship. So it probably balances, over the course of a whole year, to about equal amounts of time and effort on both….I like to focus a lot on teaching for a while then focus a lot on scholarship, the back and forth cycle. (M, T, PS)

In conversations with faculty, it became clear that, if teaching and scholarship were meant to be accorded equal focus, teaching was the first among equals:

> The faculty member here at Crossroads is very oriented toward teaching. We tend to talk a lot about teaching among ourselves. We spend a lot of time preparing for class, grading papers, providing feedback to students; we spend quite a bit of time advising students both formally and informally. We are involved also with visiting speakers and programs that are supplementary to the educational program, and I really consider that part of teaching and some of that will involve field trips to remote locations, which can be anything from going to the anthracite coal region for geology class to visiting New York or Washington, to taking a group of students to Nicaragua or Northern Ireland. This is all part of teaching, so it's really quite a pervasive aspect of what we do here. (M, T, SS)

The high value that the institution places on teaching was evident in the faculty search process. A faculty member (M, UT, SS/PS), who was a part of a recent selection process, told me about a candidate who came in with very good credentials in research and was affiliated with strong programs, but he "killed his job offer in 20 minutes" because he could not communicate with students during his presentation. The emphasis on teaching was also reflected in the tenure review process. One faculty member (F, UT, SS/PS) described his own experience when he was under review for tenure and explained how he understood the balance between teaching and scholarship:

> There's an annual meeting for everybody who is under review, get all of you and your anxieties in one space, and the dean started to kind of take you through the process which is supposed to decrease your anxiety, but it does nothing other than to make you more flipped out about the whole process. He said, at Crossroads you can't be a great researcher and a lousy teacher and get tenure; that's just not the way it works.

Faculty almost unanimously spoke of teaching as the priority, but there was still an undercurrent of unease about the balance between the two components of their dual identity:

In terms of the university, they need to be clearer about what they're valuing. They talk about the teacher-scholar model, which is a very fuzzy kind of model because it's been defined differently by different administrators. When I first came in, it appeared as if scholarship was a key part.…It's become clearer now in the present administration that they want exemplary teaching and that your scholarship could be about your teaching. That wasn't how it was when I first came. (F, T, SS/PS)

For many reasons, the teacher-scholar model was a challenge; it was best described by a faculty member (M, T, NS) as "burning a candle at both ends." The difficulty lies in the fact that people are trying to excel at both teaching and scholarship and it is demanding to strike that balance. At Crossroads you are expected to do both extremely well.

<div align="center">Role Strain and Role Conflict</div>

The characterization of faculty life as entailing "role strain" and "role conflict" came from a participant (F, T, SS) who described the life of an academic at Crossroads. She explained that role strain results from the multiple responsibilities encompassing a professor's job, while role conflict emerges from competing expectations between a person's work and personal life. This professor had extensive experience at Crossroads and at other institutions, so she spoke not only about the challenges facing faculty members in general, but also about the unique aspects of the experience at Crossroads. She began by describing "role strain":

It's a challenge. Sometimes I feel a lot like a juggler in a zoo, like a circus. It gets a little crazy sometimes as a juggler because being a faculty member to me means constantly trying to balance the different parts of the job and then balance the job with a life. There is a lot of role conflict and there's a lot of role strain, in sociological terms; there's no better way to say it. In terms of role strain, balancing the teaching, the service, the scholarship, the advising, the formal and informal mentoring, all of the different parts that go with it can be really hard.…Here you try to keep all these balls in the air and you can't afford to drop one, at least not for long, and sometimes that's really hard because you know you need to be working on a paper and you have these great ideas, but you're buried in grading and you can't put it off; it's not fair to your students, and you can't say no to service work or else we, as a faculty, will begin to be cut out of governance if we don't do our parts.…It's a very special kind of job to be a faculty member here. I mean, it can't be a job; it has to be a vocation—otherwise you are in the wrong business.

The professor then went on to describe the "role conflict," which results from competing

priorities between one's professional role and one's personal life:

> I mean without blinking, you have 60 hours of your life per week [devoted to work].
> Even when you are home, you are not at home; you are thinking, you're writing, you're
> grading. That makes it hard on a family, and 60 hours is the minimum that most people
> do so when things come up—God forbid there's a family emergency. It's really hard to
> just drop everything and go, even though that's what you should be able to do. It's sort of
> classic that we have this role conflict. In some ways it's not just the hours for faculty,
> especially faculty here, because we are what we do. It's not just a job; this is a life we've
> chosen. We define ourselves as being faculty and that's an all encompassing kind of
> identity, and it's hard to mesh well with family life.…You are never done at the end of
> the day.…We've chosen the life of the mind and a position that allows us to pursue that
> for all of the role strain and for all the role conflict; it's a lifestyle choice. It's different
> from a lot of people who work a lot of hours, work hard, but at the end of the day when
> they go home, they are done. And their weekends, they get to go play golf; they get to do
> a lot of other things—we're home grading papers, or we are trying to get a piece written,
> or we're preparing lectures because you are never done with that. No matter how many
> times you've taught the course, it's new every time, at least if you want to be a good
> faculty member, and faculty at Crossroads do.

A key struggle for some faculty was the notion that they could work "24 hours a day and never

be done." The life of the professor has all the "the same peaks and valleys" of the students'

semester, with the additional stress of scholarship. Faculty described that there was always

something they should be reading, or a data set that needed to be analyzed, or a project that

needed to be developed. The potential for endless, around-the-clock work contributed to

professors' stress.

With the commitment that the faculty had to teaching and the expectations they had for

themselves and each other for scholarship, they described tension as high at Crossroads. A

faculty member (F, T, SS/PS) who considered her role as a teacher first and foremost described

her experience with scholarship:

> Until I got tenure, my summers were working very long hours all summer long to get
> done the scholarship that doesn't get done during the regular year, and that hasn't
> changed much since getting tenure, but before tenure I was living with incredible stress
> all the time—incredible, incredible stress for those six years before tenure—and it made

it difficult for me as an individual, and made me not very happy a lot of the time. Although I loved the teaching, it was an incredible amount of stress, because I believed I was spending my time in the right place for what I thought was important [teaching], but at the same time, just to get enough accomplished [scholarship] was very, very difficult.

The balance between scholarship and teaching is particularly difficult because of the heavy teaching load—three courses per semester. Professors explained that it was difficult to manage the number of students and assignments that came with three courses while also maintaining one's research agenda. Faculty felt that the expectations set forth for them exceeded the resources, and this was most prominently reflected in the course load. Many of Crossroads' frame of reference schools have faculty who carry a 3-2 course load, which means that they teach three courses one semester and two the next, and in some cases faculty teach 2-2 course loads. Professors expressed anxiety about the high expectations for teaching and the difficulty of "doing a good job given all the demands placed on faculty" (M, UT, SS). A shift to a 3-2 load was one of academic affairs' top priorities at Crossroads during the 2003-2004 academic year.

The intensive nature of more recent teaching strategies magnified the anxiety about the 3-3 load. A professor (M, T, NS) explained that "30 years ago, for three credit courses, you saw your students in class three times a week for an hour each time, and that was probably it." He elaborated by saying that faculty tended simply to stand in front of the class and give a standard lecture without interacting with the students. "Now," he added, "teaching is more interactive, coming up with ways to get students to interact together, involving new teaching tools." This evolution of teaching requires more preparation, particularly given the degree of faculty interaction with students and the increase in the use of technology:

> A lot of young faculty don't realize when they come here, especially to a place like Crossroads, we do get to know our students well and so usually within the first semester you have students coming and wanting letters of recommendation for graduate schools, internships, study abroad, or whatever it is they want to do. I know a lot of faculty members who at first are just like, "whoa, you know, I have to write seven or eight letters

of recommendation!" and that's something that you just don't think about as a graduate student. And so all of a sudden you are doing all these preps; you have students coming to you. Especially at a place like Crossroads, office hours are taken seriously. You can't just say, "Oh well, I have a couple of hours a week." You really need to be there for your office hours or outside of your office hours if students can't come. Another thing is because with email that is one of the things that has changed most in the eleven years that I've been here. Students contact you at all times of the day and night with questions and a lot of them, especially the ones who have grown up with instant messaging, they somehow think that email is like instant messaging in that you will respond immediately. (F, T, HU)

A professor (F, T, SS/PS) revealed that in her department, working 60 to 80 hour weeks was common: "there's almost always somebody [in the department] every day of the week, even on holidays." Many faculty members, however, cannot lead that type of lifestyle in the office due to their commitments at home. Some go home at the end of the day and return to the office at night, or they stay at home to continue their work after their children go to bed. Regardless of whether they have children or not, faculty protect their time at home and chose to be less engaged in the late afternoon and evening activities on campus in order to maintain some balance between their work and personal lives (M, T, HU).

Faculty are juggling many responsibilities simultaneously and wish that the leadership at Crossroads would guide them in creating a campus community where they can more effectively strike a balance among teaching, scholarly excellence, on-campus engagement, and their commitment to life outside their jobs. During the year of fieldwork, there was some concern, best expressed by one professor (F, T, SS/PS), that "Crossroads [was] expecting too much from people who were very committed and therefore allowed themselves to ultimately be overworked and under-rewarded." Faculty care deeply about Crossroads and want to contribute to its success in educating students, but they also crave greater appreciation for and acknowledgement of the heavy work load they are carrying.

Faculty-Student Relationships

At a place like Crossroads, faculty were largely "focused on students first and foremost" (M, T, PS). This established role could take many forms and led to varying levels of engagement with students based on a faculty member's comfort level and motivation to go beyond the strictly academic, course-related relationship with students. Some professors relished the opportunity to develop close relationships with students in and out of the classroom. For others, however, it was important to maintain some distance with students and not cultivate close connections.

Faculty-Student Professional Relationships

A professor (M, UT, PS) who was reluctant to pursue closer relationships with students described his rapport with them in saying, "I don't have many real personal relationships [with students] in the sense that we don't talk about anything, where the student becomes more of a friend." Faculty with a similar view argue that while the students are undergraduates the teacher-student relationship, based on coursework, must be maintained. Several faculty members explained that they felt that students' personal lives were private, so they purposely "try to leave them that way" (M, T, SS). This included, for some, not knowing in what areas students were involved on campus: "I try, for example, not to know whether they are in a fraternity or sorority or very much else about their personal lives" (M, T, SS). A faculty member (F, UT, SS) stated that most conversations with students did not range beyond academic topics: "I want them to go do the work and then come see me for advice and provide some constructive criticism when I get their product." This professor and others were not confident in their abilities to "just get students talking for hours" because they do not know what questions to ask and do not relate to students on the same level. Part of the struggle for some faculty was that they felt disconnected from student culture and that they shared little in common with the students:

Faculty by and large tend to be out of the mainstream of a lot of what goes on in the world because each of us has decided to delve into some aspect of something so deeply and in ways that the vast majority of the population would never care about. So all of us are kind of odd ducks, in a certain respect, so I'm not sure that the social skills of some faculty are that great. I mean to turn that comment around, I'd say that the average student is probably more socially skilled than the average faculty member. (M, T, PS)

Faculty are committed to their particular area of intellectual focus and appreciate the opportunity to share their knowledge with students. The exchange of academic ideas often parallels the development of a relationship and, as a result, students often look to faculty for personal guidance and support. The problem, though, is that some professors do not feel comfortable extending conversation beyond academics, particularly when it comes to personal issues. One faculty member (M, T, PS) described a recent experience in which he was forced out of his comfort zone because a student came to him to share some private information:

Students sometimes will come and share things about their life or what's happening in their life and, personally, I don't feel comfortable; it's just my nature. I don't feel that confident advising them; I don't deal with those things well. In fact, just last week a student came and was telling me about her mom who is terminally ill and she's just found out, and I didn't know how to react to that. I don't think I reacted very well to it, in fact. I would have liked to have been more supportive, but I was sort of shocked with the situation and wasn't quite sure what to do….I could tell that she got very upset when she told me and was on the verge of crying so it was awkward, very awkward for me.…I was really caught off guard when this student came in.

Interestingly, his research made him distracted from the student's needs. He explained, "It was a sort of bad day for me; I was up late the night before working on a project and kind of stressed about that so I wasn't in the best mood to talk to her." This is an example of the difficult balance between all the roles that faculty play and the way that the faculty-student relationship can be potentially compromised if the balance tips too far toward scholarship.

A faculty-centered approach places more emphasis on the priorities and needs of the faculty member at the expense of students' developmental and educational needs. Some professors began their careers being more faculty-centered, but over time embraced the

opportunity to connect with students. A long-time faculty member at Crossroads (M, T, SS) spoke about his attempt over the years to connect with students on a more personal level. His role model, a now retired professor, had a keen ability to bring students into his life and contribute to their lives while they were able to contribute to his. This retired professor capitalized on all possible educational opportunities, whether it was on a squash court, in the dining room, at his house, or while taking a float trip down the river. With that role model in mind, he described his own development in the following manner:

> I'm trying to get to know a bit more about students and what they're doing….It used to be, early on in my experience here, that if I got to the end of the day and I had had meetings with students all day, I felt like I couldn't get anything done that day and now it's a good day if I can go home at the end of the day and say, I had my two, three or four classes and then I just had a stream of students. Did you get any writing done? No, and it's okay. Did you get any creating done? No, and that's okay. Did you get anything else done? No, I just had students in my office all day….At the end of the day, that doesn't disturb me any more, not to have written anything or to have thought about writing, or to think about the research piece.

This professor proudly considered it part of his own professional development to shift his focus from his scholarship to the student experience.

Faculty-Student Personal Relationships

Faculty who are comfortable engaging in students' lives beyond the classroom thrive at a place like Crossroads because ample opportunities exist to reach out and connect with students. At Crossroads, students are very comfortable approaching faculty individually for assistance. These interactions take place all across campus in a variety of venues. A professor (F, T, SS) explained that there is some self-selection involved because "we get students who have chosen Crossroads because they know that they can have relationships with professors." If students are experiencing problems that affect their classwork, many faculty care about helping the students navigate the personal challenges. In contrast to those faculty members who struggled with or did

not think it appropriate to connect with students on a personal level, others felt that it was their

responsibility to be students' "companions" as "they search for where their lives are going to

take them and fight through the problems that befall them" (M, T, SS).

Faculty elaborated on specific ways that they created the time and space to connect with

students on a personal level. One professor (F, T, SS) explained the importance of inviting

students into her life by moving the classroom into her house. Having students attend class in her

home for three hours once a week "shifts the relationship" and means a great deal to them. Two

other faculty members described strategies they employed to reach out to their students:

> I'd like to say that I am an easy person to talk to; it starts in the classroom, and usually
> before or after class I try to talk about things that are not necessarily academically
> related—something that's in the news, kind of an ice breaker with students to feel
> comfortable, but when it's most successful is in the lab because there is a lot of
> downtime. I work with students in a lab for two-and-half to three hours, and they have to
> sit in the class for 20 minutes, waiting for a reaction to proceed so you get to talk to them
> about how their classes are going, how's life treating them, and as they begin to realize
> that you are willing to talk to them at a different level, they are willing to talk to you and
> the more traditional values of student-faculty begin to break down and as a result they
> become colleagues. (M, T, NS)

> My first assignment to my students in every class is that [within] two weeks from the first
> day of class they have to stop by my office and introduce themselves, and I really take it
> seriously….I hold them accountable for it, and I tell them it's painless. It can be a two-
> minute meeting or a 22 minute meeting, or however long they want to talk, but they have
> to tell me a little bit about themselves beyond what I can read off of the roster.…I learn
> where they are from and whether they have brothers or sisters and where they've lived,
> and when they are not in a classroom or in a sorority or fraternity meeting or function,
> what they do. (M, T, SS/PS)

Faculty members' greatest sense of satisfaction and reward is hearing back from students

who graduated and moved on in life yet took the time to recognize their professors for having

made a difference. Two faculty members shared the following thoughts on post-commencement

communication:

> [Receiving a communication from a former student] is what it is all about. We'll never
> become wealthy doing this, but isn't this really terrific and important that you have

impacted a person's life in maybe a little way and that they are aware of it, they appreciate it, they recognize it, and say thank you. (M, T, SS/PS)

Changing lives—as a male faculty member, the closest I'll ever come to maternity is in terms of turning out a set of students who have gone on and who look back and think I was instrumental among others in getting them to their careers and life work. (M, T, SS)

For many faculty, the personal relationship with students was a critical part of their role at Crossroads. The relationships went beyond discussing academics to developing a closer bond with students, and gaining an understanding of their whole experience.

Faculty-Student Interaction Outside of Class

Most of the faculty members I interviewed believed in developing a close relationship with students. Yet, when I asked, "what do you feel is your role in students' lives outside the classroom and the academic realm?" most preferred not being engaged outside the classroom, which meant not interacting with students beyond the academic curriculum and in places outside the classroom and office.

Perspectives of the Less Willing

Many faculty reported feeling no institutional expectations to connect with students outside the classroom and, given faculty role strain and conflict described earlier, many did not feel that there was sufficient time in their lives to participate in informal gatherings with students:

The days of Mr. Chips are long gone. People harken back to the day when they were in school and they would go out drinking with their faculty members. Well, you kind of get arrested for doing that these days; the old, perhaps mythical, model of the teacher as the source of all information, all the little disciples around them, is just not what's going to happen in this decade, perhaps this century. Do students want to be involved with faculty? Pretty much "no" in terms of the rest of their lives. Do students want to work with faculty doing research? Absolutely. Do they want that kind of mentorship? Absolutely. Do faculty want that? Absolutely. But that's still the academic focus.…I don't know very many faculty who have the time or energy to want to get engaged in [non-academic focused interaction]. We have a lot of work to do; that's someone else's job; that's what student affairs is here for. (F, T, NS)

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It was important to this professor that there be a clear division of labor, with faculty focusing

solely on students' academic lives. Another professor (M, T, PS) conveyed that it is only a small

number of faculty who actively seek out opportunities to interact with students beyond their

academics. He then revealed his perspectives on why he felt that this number was small:

> There are some roadblocks. Our days are busy, and I don't think people come to work
> and say "gosh, I have this large chunk of uncommitted time and wonder what to do with
> it." I also, in my case it's not quite clear to me what my role would be. I would have to
> step back and ask the question first—is there a role I should be having with students on
> campus that goes outside of the normal educational channels? What would be the benefits
> of that role, what impact would I have, [and] is that the most effective use of my time? I
> would say that right now I don't feel a compelling reason to really spend significantly
> more time there….I've never felt any expectation [from the university], and I felt, if
> anything, it would be caution not to interact in ways that would be inappropriate or give
> the impression of partiality…so to the extent that I felt anything from the university at all,
> it would be caution rather than encouragement, which is fine.

This professor clarified that the institution reinforces the division of labor and, as a result, faculty

are not motivated to seek out opportunities that they believe are within the purview of other

divisions.

Many faculty members thought that they should not interfere with student development

and that where there are opportunities for adults to be involved, it is not their job to do that work.

A faculty member (F, T, HU) preferred to focus on her areas of expertise while allowing students

to develop without her intervention:

> My own take on it is that I don't care to have a role in a student's life outside the
> classroom. It's not something that I want to do….Students need to develop on their own.
> I don't think they need a lot of faculty direction in their personal lives. I'm a professional
> in what I do, but I don't think I have special insights that I should be guiding them in
> their lives.

Another professor (M, T, NS) articulated a particularly interesting perspective on why there was

limited faculty engagement outside the classroom. Rather than focus on whether or not it is the

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faculty role or if they have the time to commit to the non-academic work, he argued that the

prominence of the fraternity system pulled faculty away:

> The faculty have not been a part of that [students' out-of-class experience] partially because of the long tradition of fraternities here, with so many of the students being in fraternities, and so many faculty saying, "well, that's not where I'm going to spend my extra time for the university and contributing to that part of the university," so faculty have been divorced from students' lives outside the classroom, in large measure [due to the Greek system].

Perspectives of the More Willing

Faculty who sought opportunities to connect with students outside the classroom

considered it a chance for students to see them in a different light; because such interaction in a

more relaxed environment allowed for students to be less intimidated by the faculty, professors

are able to learn more about the students and vice-versa. Faculty members believed that students

sincerely appreciated their involvement and that it positively influenced students' experience. A

faculty member (M, T, HU) explained that attending student events helped students see him as a

regular person, which helps make intellectual life more accessible. This perspective on student

interaction was important to this professor because he acknowledged that most students were not

going to go on to graduate school and as a result it was important to promote the notion of life-

long learning and an appreciation that intellectual life is not "just something specialized that

some guy in his office or in the classroom does."

Involvement beyond students' academic lives also demonstrated that faculty members

were interested in students as people beyond their identities in the classroom. A faculty member

(F, T, SS) serving as an advisor to multiple student organizations explained that the out-of-

classroom interaction "makes me a better teacher for them. [It is important for students] to know

that I see them as human beings and not just bodies in the classroom." It provides faculty with

the opportunity to learn about many aspects of student culture at Crossroads.

Many faculty participants expressed that the student experience centered on two areas that were particularly controversial on campus—Greek life and athletics. Two faculty members spoke specifically about the importance of their involvement in each of the programs. For one professor (M, T, NS), becoming involved with a fraternity allowed him to get to know students outside his discipline. While some of his colleagues questioned his involvement, he found that "it enlightened me a lot in terms of what students think and what motivates them outside the classroom.…It taught me a lot about students, not just faculty-student types of relationships but also student-student relationships." For the other professor (F, T, SS/PS), the opportunity to observe an athletic team's operation as part of the "sideline coaching program" allowed her to learn why the athletic experience is so valuable to students:

> This past Saturday I was a sideline coach for the field hockey program. I was so impressed.…There were huddles with the coach and players, and I was so impressed with the way the coach talked with the girls. She just used excellent skills in terms of how she communicated, the direction she gave them, the team building skills that I saw her using, and I thought this woman was a fabulous role model for these girls, and so it's good for me to be able to learn, too, from them and see a very positive aspect of sports at Crossroads through that interaction.

The experience helped this faculty member "recognize that there's a lot that's very valuable in what [students] do outside the classroom."

According to one faculty member (M, T, HU), faculty participation in students' out-of-classroom lives acknowledged that students were learning in many spaces on campus:

> [Participation in students' out-of-classroom experience is] important because I recognize that students learn in numerous places. One of the obvious places is in the classroom, another place obviously when they're in the library, or in their dorm room, quietly sitting and reading a book or on the web doing something and so on, but an intelligent student, a contemplative, a self-contemplating student also soon comes to recognize, I guess as part of maturity, that he or she is also learning in many other places that aren't formal locations of learning.…It is therefore important for me to, in some extent, participate or be present in some of those spaces as well.

Interestingly, very few faculty members considered that their engagement in the out-of-classroom experience was an opportunity to teach and to socialize students to the values of their discipline. Most professors did not wish to capitalize on the out-of-classroom experience to move students to see it as an extension of their academic lives and to enhance the intellectual climate on campus.

<div align="center">Academic Affairs Cultural Drift</div>

Similar to the captain of a sailing vessel needing to monitor its voyage, an institution's leaders need to monitor the subtle changes within and between the institution's subunits, because slight adjustments, if left unmonitored, can change the direction of an institution. Societal, cultural, and institutional currents, obvious or subtle, influence the university. The gradual change that occurs with cultural drift influences a university and the way people within it perform their work. For example, faculty members at today's Crossroads choose to use their time differently than they did 10, 20, and 30 years ago. It is valuable to be sensitive to the cultural drift as one ponders the climate on campus and strategies for developing common ground between academic and student affairs.

<div align="center">*Campus Community Focus Versus Personal Life Focus*</div>

Over the last 40 years there has been a shift in faculty commitment away from the whole student experience in college. A long-time professor at Crossroads (M, T, SS) explained that fewer faculty members feel an obligation to be involved in educating the whole student. The professor's role is "teaching their subject matter and doing their research." He further explained the national drift away from a time when American colleges and universities were oriented toward preparing the whole individual. This philosophy was rooted in institutions' religious traditions where faculty were like "priests" with the responsibility to "counsel the whole body."

When this professor began his career, it was expected, as part of the job, that he would be involved with student life and "students as people." Early in his career, as schools became secular, faculty began to define their roles differently, and today faculty members do not see engaging in student life as an expectation.

Other changes led to a drift in faculty culture and role definition. One faculty member explained that early in her career the faculty were virtually all men, and most of them had a spouse who took care of the family. In the last two decades, there has been a steady increase in the number of women faculty. Couples are often juggling a dual-career family, living far from campus in order to minimize travel time for both partners. When there are children, both parents are playing a significant role in the home. There are more people who come in to teach their classes and leave because they have less disposable time than those 40 years ago. Societal and cultural changes influence faculty choices, which has shifted the degree to which faculty engage in the broader campus community.

Beyond the overall faculty culture changing, many senior faculty members noted shifts that were particularly evident in younger new faculty. Senior professors described new faculty as a breed of professors focused less on the institution and more on themselves, their family, and their discipline:

> There isn't as much faculty involvement across the board, as widely spread [than 20 years ago]. It was obviously never 100%, but it's not as widespread….The faculty has changed culturally in the sense that younger faculty with young families are far more family focused than we used to be….I mean we did focus on the family, but I don't think we were involved in little league or soccer and our own kid's activities, micromanaging those….A lot of faculty families are very focused on that and come 3:30 or 4:00 in the afternoon, they get involved with their family. (M, T, SS/PS)

A younger professor (M, T, HU) explained that family commitments prevented him and his colleagues from attending faculty meetings. For example, he expected the university to

modernize the way that it schedules community commitments to account for societal shifts that pull people away from campus more than in the past. He and his wife share the upbringing of their child and he felt frustrated by the five o'clock 90 minute faculty meetings because they were indicative of the institution's "Ozzie and Harriett sort of mentality that is based on a one spouse working model." Given family commitments and the role strain inherent in the position, another faculty member (M, T, PS) explained that he decided to disengage from much of the social activity on campus in order to prioritize his scholarship and teaching.

Several faculty, particularly senior faculty, were concerned with the current hierarchy of allegiances among young faculty and what it meant for the future of the institution. The hierarchy tends to position the self and family at the top, followed by the discipline, the department, and finally, at the bottom, the university. Accordingly, faculty members reduce their engagement in university governance and the campus community in general. A faculty member (F, T, HU) expressed his thoughts on younger faculty members' tendency to focus on the self:

> They arrive and don't have a sense of common purpose. There is a lot of individual jockeying for position, "I'm going to do what's good for me" type of attitudes in terms of getting money, what they are going to teach, etc. There isn't as much of this, "okay, well I'll do this; it's good for the program, the department, the university" type of attitude.

Faculty members spoke about needing to strike a balance between excelling in their career and protecting their personal life. Less inclined to participate in the campus community, professors looked for alternative ways to learn about campus issues; they gained much information about campus developments from the faculty forum email list, which included contributions from a particularly vocal group of faculty, and, therefore, did not represent the diversity of perspectives on campus. The faculty forum email list proved to be an important modern medium for socialization and enculturation of faculty. Its significance as a forum for sharing faculty perspectives was powerful as a result of the increasingly disconnected campus

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community. One senior faculty member (M, T, NS) expressed concern about the email list's potentially negative influence on junior faculty, given that particular voices were heard more consistently than others. He said that this concern motivated him to send an email to faculty that responded to the predominant voices on the email list:

> My motivation for sending [an email to the faculty] was to get to our junior colleagues, across this campus, who have absolutely no idea, no history here. They've been here for two, three years and they are listening to people who are bitching and moaning about anything and they are not hearing anything from the other side. They need to hear a different message….If you only hear the same thing over and over again, sooner or later you are going to believe it and so in this particular case the alternative had to occur.

The technological advancement that makes it possible for faculty to communicate opinions easily via the email list facilitates the expression of perspectives across campus, but also contributed to the institutional fragmentation and divisiveness because it limited people's ability to engage in substantive dialogue. In some cases it restricted dialogue because people did not feel comfortable sharing thoughts that were perceived to be different from the prevailing opinions expressed on the email list.

The cultural drift in the faculty experience over the last 40 years continues and is reinforced by the type of faculty beginning their careers at Crossroads; faculty who are more research-focused. Senior faculty expressed apprehension about how colleagues' elevated attention to their own scholarly productivity is negatively affecting teaching and connections with students. The "tenured faculty have supported for many years the idea that teaching and research either should be equally priorities or teaching weighted slightly higher than research" (F, AA, AD). Faculty members expressed unease with how Crossroads might continue to change with an increase in the numbers of faculty who "are highly motivated to teach, but also schooled and groomed to be productive researchers" (M, UT, SS/PS). A faculty member (M, T, HU) described how the pressure of scholarship caused her to close her door to students more often

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and become less involved in student mentoring. Many personal and professional factors influence the way professors prioritize their responsibilities and the degree to which they engage in the campus community. One of the factors is the set of stated values expressed by the university's leadership through the expectations for tenure and merit rewards. The comparative value given to scholarship, teaching, and service determines where and when faculty choose to invest their time and energy.

Third in Rank Order: Service

Faculty self-interest and Crossroads' tenure/merit review process minimized the attention paid to institutional service, which encompasses governance roles and involvement in community initiatives, including those coordinated by student affairs. A senior faculty member, who felt strongly about the importance of service in terms of faculty governance, observed that because new faculty focus more on research, they diminish their role in the broader community. She and her generation of faculty colleagues had choices when searching for a job, but beginning in the mid 1990s many people began their careers at Crossroads by default when they really wanted to be at a research institution. This meant that many of these junior faculty members looked at service, in particular, as an annoyance and a hindrance to their careers:

> The aura is that you need to publish more. You need to be that much of a better teacher. So I think that people are saying [about service], "well, if I'm trying to do all this stuff, there's those other older tenured people who can take care of all the governance" or they're just not really interested because they are saying, "Well, what does this really have to do with my career?" (F, T, HU)

In fact, another faculty member (F, T, SS) expressed unease that many active faculty members were retiring, and she wondered whether early and mid-career faculty would be willing to step into the now vacated leadership roles within the campus community. Given faculty members' primary allegiance to their discipline, few were willing to invest time in what was believed to be

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peripheral responsibilities. A senior faculty member (M, T, SS) explained that "it means that some of us carry a disproportionate load of the Saturday mornings, weekends, evening programs, and this is all part of the life of the university in a very important sense."

The changes in academic affairs, from a more community-based experience to a personally-focused approach, are embedded in Storm System Two: Academic Affairs and reinforced by Storm System One: Institutional Leadership because of the perceived failure of leadership to clarify institutional priorities. The influence of the drift reinforces and justifies for faculty their protective stance and distance from student affairs-led initiatives. It validates their argument against anything that does not support the notion of academic primacy. The shift in culture also limits academic affairs' openness to a community where cross-divisional communication and collaboration are celebrated.

<div align="center">Factors Adversely Influencing the Role of Faculty</div>

The preceding sections of this chapter provide insight into the ways that faculty conceived of their role on campus. This section introduces the two key issues that academic affairs personnel identified as undermining the educational experience at Crossroads. First, faculty expressed distress over the weak intellectual climate among students on campus; second, and linked to the first issue, faculty were concerned with the perceived subordination of academics to other activities. These two factors are reflected in the use of combative battle language by faculty and the sense of competition with student affairs, particularly over student time and monetary resources, which were discussed in Chapter Four. Gaining insight into faculty members' feelings and perceptions regarding the intellectual climate and the need for what they called "academic primacy" will provide a foundation for conversations about the current and future relationship between academic and student affairs.

Faculty concern over the intellectual climate on campus was at the forefront of their

minds at Crossroads (see Figure 14) and related to a variety of factors, including consideration of

the types of students that Crossroads recruited and retained, students' level of academic

engagement, and the ways that students interacted with each other on campus. The intellectual

climate was one of the primary topics that was raised as part of the institution's strategic

planning process. A professor (M, T, HU) described the way that the "intellectual climate" rose

to the top of the list of topics to consider at a faculty retreat:

> We had a faculty retreat last January, which was launching the main phase of the strategic
> planning process. Around 124 faculty came to that, and we were asked to form tables of
> eight and then everybody was asked to identify the two key issues for Crossroads. A
> spokesperson for each group communicated to everyone what they discussed and it was
> practically unanimous…consensus in the first 20 minutes…that there needed to be
> greater intellectual seriousness and improved intellectual quality….There was a concern
> of a general dumbing down of the campus, that there was a need for an enhancement of
> the intellectual vitality, and the centrality of the academic program at the university.
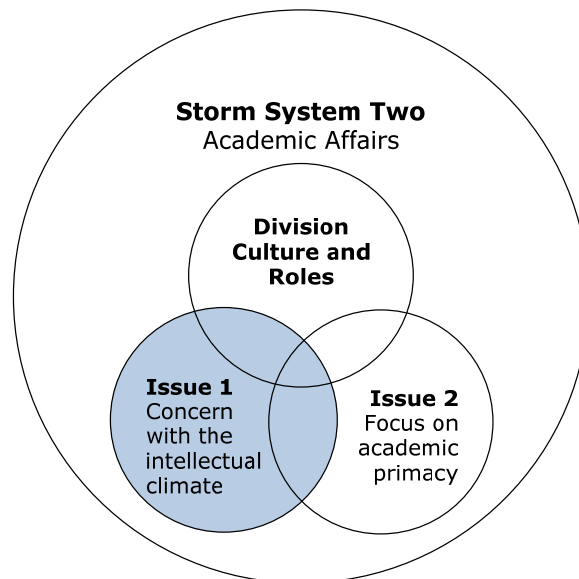
Figure 14. Storm System Two: Academic Affairs – Concern with the Intellectual Climate
Segment Highlighted.

Many within academic affairs staff were unsatisfied with the intellectual climate on campus, articulating that Crossroads attracted gifted and bright students but not necessarily intellectually inquisitive students. They conveyed a longing for students "who are interested in truly expanding their intellectual horizons and who prize a verbal jousting" (M, UT, HU). Several professors wanted the admissions office to attract more intellectually-minded students rather than superficial, career-focused students. Some faculty believed that other divisions, such as student affairs, attracted students to the institution who did not represent what faculty valued:

> The faculty see many of the other groups working toward promoting, wittingly or unwittingly, a more consumerist view of what this place is about, and getting the well-rounded student, when I'd like maybe at least some small, but not trivial percentage, of the incoming freshman class, that's accepted anyway, to be kids who are targeted not necessarily for their well-roundedness, but for how sharp and focused they are in their intellectual pursuits. (M, T, SS)

A faculty member (M, T, SS/PS), pleased with the students who attend Crossroads, reflected on his colleagues' opposing points of view:

> A lot of faculty here really don't like our students. They would rather work with a different type of student and would rather be at a place more like Oberlin or Middlebury or someplace where there are kind of artsier students, probably a little less conservative politically, less vocationally oriented, more interested in the pursuit of learning for its own sake and just a little different than the students we have here.…There is a sort of a sense that between athletics and Greek life, that we have fashioned a student culture that is really not what faculty would prefer to be a part of.…I mean they may say that the issue is the money that's being diverted to athletics, that's taking away from the academic mission, or it's the student time that is being spent on fraternities and sororities that's taking them away from their studies. It's framed in those terms, but the real underlying issue is more how it shapes the type of student culture that we have and the kind of students that we attract.…I'm not sure faculty would necessarily recognize it themselves, but that's a lot of what's at work here.

The dissatisfaction articulated by professors stemmed from a sense that, in general, students at Crossroads "don't stretch themselves academically" (M, T, NS); it is worth noting that faculty in the College of Arts and Sciences voiced this concern more than their colleagues in the College of Engineering. The stereotypical student, according to a faculty member in the

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social sciences (M, UT), "does not seem interested in living in an intellectual environment." He explained that "there are certain hours a day when the student is in class or working on homework or class projects…and those are the hours during the day the student feels, 'oh, now I'm supposed to be intellectual.'" It was disappointing that students at Crossroads were more focused on "looking good on paper than they are on actually improving themselves." He felt frustrated that he had not found a way to motivate what he called the "lazy and spoiled students." Students' "instrumentalist goals" concerned some faculty; students sought to do the absolute minimum, were focused on simply fulfilling requirements, were preoccupied with grades, and wanted to stay away from course schedules that hampered their social life (F, UT, SS). Faculty speculated that peer pressure and the student culture at Crossroads largely discouraged public intellectual exploration. A professor (F, T, HU) stated that when she spoke with students individually, they appeared very interested and their papers exhibited strong critical thinking skills and deep intellectual thought, yet in class that intellectual competence is tempered and what you see "is something totally different."

While faculty communicated diverse thoughts on this issue in a variety of venues, one main symbol captured most of their attention—the number of students who transferred from Crossroads to other collages because of the student culture. While the number was admittedly not high, faculty members expressed alarm because it was consistently their best students who came to them for recommendations to transfer to other undergraduate institutions:

> Virtually every time I write a letter of recommendation for a student who wants to transfer, it's one of my best students….When I ask them the reason, it is without fail that they want an institution where there is a better intellectual climate for them, where there's more interesting, more diverse out-of-classroom experiences. They feel absolutely alienated: this is what they tell me; they tell me they feel alienated by the Greek system, by the importance of the Greek system and the importance of being an athlete at this institution. If you don't fall into one of those groups, then these students tell me there's not much here for them. (F, T, SS)

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Other faculty conveyed similar unease, some explaining that they often directed their anger about students transferring at Student Life:

> The social environment at Crossroads drives away the best students. We have these jokes where someone says, "I've got this really good first-year student!" and we say "Oh, where is she transferring to?" because they can't stand it....One of my students is just despondent with her life at Crossroads after coming back from a service trip to Nicaragua. It's easy to be angry at that; it's easy for the anger then to shift off to Student Life for what they do or don't do. (M, T, NS)

Interestingly, student affairs staff also voiced similar concerns with the intellectual climate and were aware that faculty were distressed that some of the best students were going to them, saying that they wanted to transfer. A student affairs administrator empathized with faculty and shared an example of a time when a student came to her and said disappointedly, "I thought I was going to come into this place where it was okay for me to be intellectual" (F, ML). Along with faculty, student affairs staff expressed unease about "some of the anti-intellectual rhetoric amongst the student body" (F, ML).

Another intellectual climate indicator that captured the attention of faculty members was the limited student attendance at lectures and cultural events on campus:

> There is a great supply of wonderful intellectual and cultural opportunities that we provide....A lot of resources have been put into providing outstanding visiting lectures, cultural events....In terms of the demand for it, on the part of the students it's fairly limited. They tend to not turn out to what most faculty and administrators would consider to be wonderful cultural opportunities or visiting speakers. On the one hand, they will turn out massively for a contemporary pop singer that they recognize and they'll spend big bucks for tickets and they'll fill the gym. (M, T, SS)

Several faculty members mentioned that few students attended intellectual or cultural events unless they were assigned, or one of their good friends was participating. The criticism, though, did not stop with students. When it came to the intellectual climate and attendance at cultural events, a number of faculty members were troubled that only a small fraction of faculty attended

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events beyond what their department hosted. One professor (M, T, NS) stated, in response to attending a recent lecture that few faculty attended, "How can you fault the students on anti-intellectualism and not fault the faculty? It seems to me that we are being hypocritical."

Not all the faculty with whom I spoke voiced distress regarding the intellectual drive of their students, however. Several spoke of being pleased with their students. One long-time faculty member (M, T, SS/PS) affirmed that students were "eager to learn, socially sophisticated, maybe not always thinking out of the box, but being very task driven. If you tell them where the bar is they'll reach and exceed it." Another long-time faculty member (M, T, NS) said that in one of his courses he had the best set of students that he has had in 40 years. Others, who were satisfied with the students at Crossroads, pushed back and spoke of the need to shift expectations because it was inappropriate to expect that students walk in the door at Crossroads and experience intellectual life as faculty would (F, T, HU).

The faculty forum email list proved to be a medium frequently used to express dissatisfaction with the student intellectual climate. Responding to a particularly critical email on the faculty email list, one professor (M, T, SS/PS) defended the students:

> I rarely contribute to the email list, but there is one instance where I wrote a contribution that was about faculty perspectives on students….Faculty can sometimes be hard on their students, and I remember there was one time when I got fed up with all the attacks on our students and I wrote a comment. One, I like our students, and I'm tired of the attacks on them, but secondly they're eighteen years old; they're behaving like eighteen year olds; we're in the business of educating eighteen year olds. On what basis should you think that an eighteen year old won't act like an eighteen year old? Let's help them grow up and not be bound by the fact that they are acting their age.

Challenging the notion that faculty should expect the admissions office to deliver intellectually-minded students, this professor calls for faculty to play an active role in stretching students academically and generating intellectual curiosity. Faculty members play a critical role in shaping and controlling the intellectual climate.

The intellectual climate is the first of two issues that rose to the top of the list of concerns within academic affairs. This issue represents a primary force leading to cross-divisional tension over the Core Elements. Many professors who spoke about this topic seemed to deny responsibility for it. They spoke of admissions' role in needing to attract the right students and of student affairs' role in making sure that top students did not decide to leave because of their out-of-class experience. The faculty member quoted in the previous paragraph was one of the very few professors who, in our conversations, held himself and his colleagues responsible for playing a role in enhancing the intellectual climate on campus.

Academic Primacy

Intimately tied together with the concern for the intellectual climate on campus was the strong assertion by the faculty that the university needed to reaffirm its commitment to "academic primacy" (see Figure 15). Many faculty expressed significant dissatisfaction with the institution's failure to privilege academics. They spoke of increasingly needing to use the governance system to reinforce academic primacy. As one faculty member (M, UT, SS) stated, "there are often conflicting motivations at the governance level about what kind of school Crossroads wants to be, and it's the job of the faculty to speak on behalf of making this a place where academics are the primary focus of our mission." Faculty frequently commented on the factors they felt contributed to their sense that academics was not the primary focus of the institution.
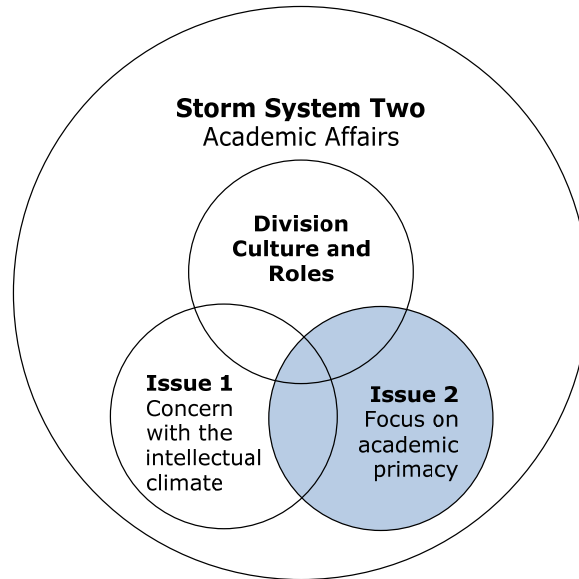
Figure 15. Storm System Two: Academic Affairs – Focus on Academic Primacy Segment Highlighted.

Trustee Leadership

Faculty voiced concern that recent trustees in leadership roles had a different vision of Crossroads than faculty, and it was reflected in both trustee decisions and their public statements. Professors were apprehensive of the wealthy powerful trustees who attended Crossroads in the 1950s, were C students, loved their memories of Crossroads, "but not necessarily because they got a great education here" (F, UT, SS). As a member of the Crossroads community, I recall statements made by some of the trustees at the time (outside of the data collection period) to which this faculty member alluded. In three public settings, trustees made light of the fact that they were not particularly good students at Crossroads. That is not to say that they do not support the academic mission of the university, but, symbolically, frequently highlighting their average academic accomplishments while at Crossroads and then also frequently supporting non-academic initiatives, such as the new athletic center, unwittingly promoted the faculty perception that they undermined the academic mission. An academic affairs administrator (M) expressed the

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opinion that "there is a kind of fundamental anti-intellectual impulse on the board." Some people

believed that this impulse influenced the campus because the academic mission was not

privileged during recent years, when simultaneously, the board micromanaged the institution and

the provost and president were "less aggressive and forceful."

The trustee leadership and their perceived "anti-intellectual impulse" were also

symbolized in the abbreviated presidency of Christopher Baldwin and the selection of John

Stevens as his successor: "They got rid of these two intellectually oriented people [President

Christopher Baldwin and the provost at the time] and got what we have now, an ex-race car

driver" (M, UT, HU). Many faculty questioned Stevens' presidency because he was not thought

to be a scholar:

> John was not able to communicate a vision for us, and he was not able to gain the degree
> of respect from the faculty for his intellectual insight.…A banal illustration of it is when
> they opened up the president's house for the people to view, which I thought was a
> wonderful thing to do, but on the other hand there were no books ever anywhere in the
> house. That really sends a message that this person is not someone who reads.…If he is
> going to lead intellectually, he has to be someone who reads. (M, T, HU)

The academic affairs administrator (M) who introduced the "impulse" concept explained that the

president should be someone "who is able to, like a mantra, say 'why are we here? We're here

for this [academic] mission: to attract the best faculty, to teach the best students in the best way

we can.'" According to many, the president did not articulate that focus for the institution.

Organizational Chart and Resource Allocation

The symbolism in the institution's organizational chart, according to a faculty member

(M, UT, SS/PS), also captured the imbalance of academics, vis-à-vis everything else the

institution did. He was surprised by what he saw when he came across the organizational chart—

40 or 50 boxes representing different entities across campus, but only two boxes represented all

of the students and faculty in the College of Engineering and in the College of Arts and Sciences.

"The entire reason we're here," he explained, "3,200 plus students and 250 faculty members—is represented by two boxes….I would like to see a more traditional breakdown by college, by discipline, and the roles each of those serve." He expected the chart to highlight degree programs, majors, and departments and he was "disappointed to see all those distinctions blurred and lumped together and then see a plethora of other positions and titles that I've never heard of before." The alarm over the organizational chart reflected concern about representation and also resource allocation.

Many faculty were concerned that Crossroads was becoming a "jockplex" and that athletics, a subdivision of student affairs, was a "runaway train" because it was "highly privileged in the current administration and current competitive dynamic." As a result, the "playing field" was not "level" (M, AA, AD) between academic and student affairs. A professor felt that there was plentiful evidence that academic affairs was competing with athletics and, to the extent that athletics reports to the VPSA, with student affairs. For many people on campus, athletics was a symbol of money being spent in a way that did not reflect the institution's mission and priorities. This perception was validated by the fact that, as the budget tightened, faculty saw millions of dollars being spent on non-academic priorities. The new athletic building was described by an academic affairs administrator (M) as a "living monument to what the institution's priorities are." A Student Life staff member (F, SR), in talking about faculty perceptions of athletics, called it "that big huge monster down the hill…the first thing you see as you drive onto campus." The building proved to be a very significant symbol for many people on campus.

Messages Communicated Within and Beyond the Campus

The way that Crossroads represented itself to its on- and off-campus constituencies also proved to be symbolic of a minimization of academic primacy. Faculty members were agitated over the types of news features shared through the regional and national media outlets and the university website:

> Athletics is very prominent in the media and to the public…but celebrating faculty publications or faculty performances, student performances, or faculty/student research has less of the public eye. You have to go looking for that. It's not as catchy or as exciting to some people from the outside, and all of that is understandable, but I would like to see Crossroads stand on the strength of its educational and its academic mission. The fact that it is doing frontier, pioneering work intellectually—I would like to see that celebrated, prominent, visible, and get resources. (F, AA, AD)

Some faculty members also alerted me to issues with communication right outside their doors as tour guides walked the halls and described the institution. Many professors did not feel that tour guides effectively articulated the primacy of the intellectual mission of the university. A professor (M, T, SS) elaborated on this point in saying, "I tremble when I hear the typical student tour guide spending more damn time talking about how diverse the menu is in the eatery, and talking about the ATM machines, than talking about my academic department." He called it "malfeasance" that there was not greater quality control by the admissions office.

Campus language.

The steady shift over time in the language used to describe student affairs work concerned many professors. To them, the move from using the term extracurriculum to cocurriculum was frequently raised as a sign that student affairs was treading increasingly on academic affairs territory:

> The VPSA talks about cocurricular activities as opposed to extracurricular activities. I think of athletics and other things going on on-campus as extracurricular. There is a cocurricular element in terms of education of the students, I agree, but to institutionalize the cocurricular aspect is the wrong thing. It's giving parity in ways that I don't think it

should be given….Our mission is clear, the other things contribute to it in different ways, but they are not at the same level. (M, T, PS)

Asked if shifting back to the term "extracurriculum" would make a difference, another faculty member (F, UT, SS) responded by invoking the influence of language: "Language can be very powerful.…The current language represents an attitude amongst the administration and the trustees that [academic and student affairs] are on equal footing." This was believed to be inappropriate because academic primacy must be clear.

One of the most intriguing symbols that faculty felt threatened the notion of academic primacy relates to a former upper administrator in student affairs who had left the university more than ten years prior to this study. Despite the time that had passed, however, the student affairs leader's choice of words continued to linger in the minds of faculty, even for junior faculty who had never met her:

> I was not here at the time, but I heard of this legend that there was a very prominent Student Life professional at this university who is no longer here, who in some very public forum gave a speech and talked at length about how the most important learning that happens at Crossroads happens outside the classroom. First of all, I find that that's offensive to faculty. It's insulting, given what we're trying to do here and how much of ourselves we put into this…trying to get our students to be intellectuals. That kind of attitude offends us. At the same time, I'm just not sure what comments like that are referring to, that the most important education at Crossroads happens outside the classroom. I don't know what that can possibly be referring to, like going to Dunkin' Donuts at two in the morning, sitting with your roommates, having a great conversation about the meaning of life.…Is that the kind of education that we're talking about? That [what] happens outside the classroom is more important than what happens inside the classroom? If that's what people who say those kinds of things mean, I strongly disagree. (M, UT, SS)

It surprised me to hear that this student affairs leader, who was succeeded by two other people since she led the division, was still getting under faculty members' skins and that her status as a "legend" was being passed on from senior faculty to junior faculty. When I asked a long-time student affairs professional at Crossroads (M, SR) about her, he described her as a "bull in a

china shop." He went on to explain that she had had "tunnel vision" regarding her perspective on student affairs, and she did not listen to her staff about the political nature of the campus. She undermined the relationship between student affairs and the faculty by being very "overbearing." As a result, she lost support virtually all across campus.

Student Affairs' Role

The above-mentioned perspectives related to Crossroads led faculty to feel that Crossroads was "moving toward a bit more of a summer camp with a few books, instead of treating it like a serious endeavor." It was inappropriate that students were conveyed the message that they were "supposed to have fun and feel good all the time" (F, AD). These multiple symbols called attention to the activities developed by student affairs; it appeared to faculty that the student affairs division was diverting students' attention from the academic mission. The provost said that some faculty members believe that the academic mission had been somehow eclipsed by social and athletic interests. As one faculty member (F, T, NS) concerned about the growing imbalance between academic and student affairs explained, failing to maintain academic primacy violated the trust that students and families had placed in the university community because students were being "distracted from the primary mission of why they're here."

Many faculty members explained that student affairs staff needed to re-conceptualize their role and, instead of seeing themselves as equal with academic affairs, they should focus on their support function—serving the academic mission. A faculty member (M, T, NS) defined the concept of support in such a way that "80% of decisions made in student affairs should be made to optimize the academic enterprise." Faculty continually expressed unease that student affairs was increasingly developing into a sub-unit that saw itself as co-equal with academic affairs. One faculty member (M, UT, HU), in talking about strategic planning and self-study meetings,

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described the VPSA's "bulldog-like tenacity in resisting, in virtually every form that he could, the premise that academics is number one. They pay lip service to it!" The faculty member went on to share some other important perspectives on this topic:

> It should be a lot clearer that [the VPSA's] fiefdom is not co-equal, but second….I agree that academics alone is insufficient, but that's still number one, no question. As soon as it's not and as soon as there is any question that it's not, the institution has lost a degree of legitimacy as an academic institution.

The fear that student affairs was encroaching on academic affairs' territory and undermining "academic primacy" was articulated not only in individual meetings but was also voiced through the governance system in a report by the Committee for Instruction (CFI).

The CFI is a university committee that is charged with advising "the Faculty with regard to the instructional programs of the University" (Crossroads University, 2003b) and is a parent committee that oversees the work of a series of 11 sub-committees such as committees on athletics, the library, assessment, the residential colleges program, international education, and admissions. While on campus, I reviewed the meeting minutes and several reports written by the CFI prior to the year that I conducted the study. The most critical document that I examined was the CFI's review of the student affairs strategic planning document. The committee drafted a response document to the *Academic Affairs Task Force Report* and the *Student Life and Culture Plan* prepared by student affairs, and in this response document they wrote the following summative statement, which was highlighted in bold typeface:

> The Committee for Instruction therefore wishes to endorse strongly the vision of Crossroads as a place in which academic education is central. This includes, in part, a vision of student affairs primarily dedicated to support the academic mission as opposed to primary focus on providing other educational offerings. (Crossroads University Committee for Instruction, n.d.)

Much of what was in the report and that statement, in particular, evolved from a general consensus among members of the committee that the student affairs' strategic plan was not

written in a way that acknowledged that academics was the priority and that the division had "lost sight of its whole goal of enhancing the academic mission and had just become a source of competition for students' time and their energy" (F, AA, AD). A committee member (M, T, PS) explained some of the main concerns with the document:

> It had a tone of [student affairs] being equal to academics, or maybe even superior or more important than academics, but it was never clearly stated in there that it played a secondary role to the academic mission of the university, and that caught the attention of CFI.…[On the front page] there was a list of objectives or priorities and the list didn't mention academics.…It mentioned all these things students ought to do and would be good for students to do, but it seemed to slight academics and maybe even suggest or, if you read that alone, that the academics weren't important.

The statement is an important institutional artifact. For most academic affairs personnel I spoke with, the statement represented their own position regarding academic primacy and the importance of student affairs' focusing on the academic mission rather than developing their own.

It is important to note, however, that not all faculty members agreed with the statement in the CFI report. There were people who spoke very highly of student affairs and saw how the two divisions contributed to the same institutional mission. Although the apprehension regarding the need for academic primacy was not shared by all, it was expressed by a significant number of faculty members who made their voice heard through the governance system. The CFI report was developed and processed as part of the governance system and, as a result, came to represent the voice of the faculty. No evidence suggests any significant disapproval of the report at the faculty meeting when it became public.

Summary

This chapter introduced Storm System Two: Academic Affairs by presenting how faculty members describe their role and discussed their passions, interests, and struggles. The professor role is unique in that it allows faculty to be very independent but also has distinctive characteristics that lead faculty to feel high stress as a result of role strain and role conflict. Significantly, many elements make the faculty role complex and wide-ranging, which makes it difficult for non-faculty to comprehend and appreciate the day-to-day life of a professor.

In addition to capturing the essence of faculty's role on campus, this chapter introduced their two main sources of unease: the sense that the intellectual climate was deficient and that academic primacy was being threatened. Graphically, the elements of the storm (division culture and roles, concern with the intellectual climate, and focus on academic primacy) are represented as overlapping circles because they are interrelated and connected. The combined effect of these three elements within Storm System Two contributed to the tense atmosphere on campus. The deeply felt concerns relating to the intellectual climate and academic primacy rose to the surface in professors' minds as their experience at Crossroads, Storm System Two, collided with the problematic executive leadership and with the perceived competing values of student affairs, Storm System Three, that are introduced in the following chapter (see Figure 16).
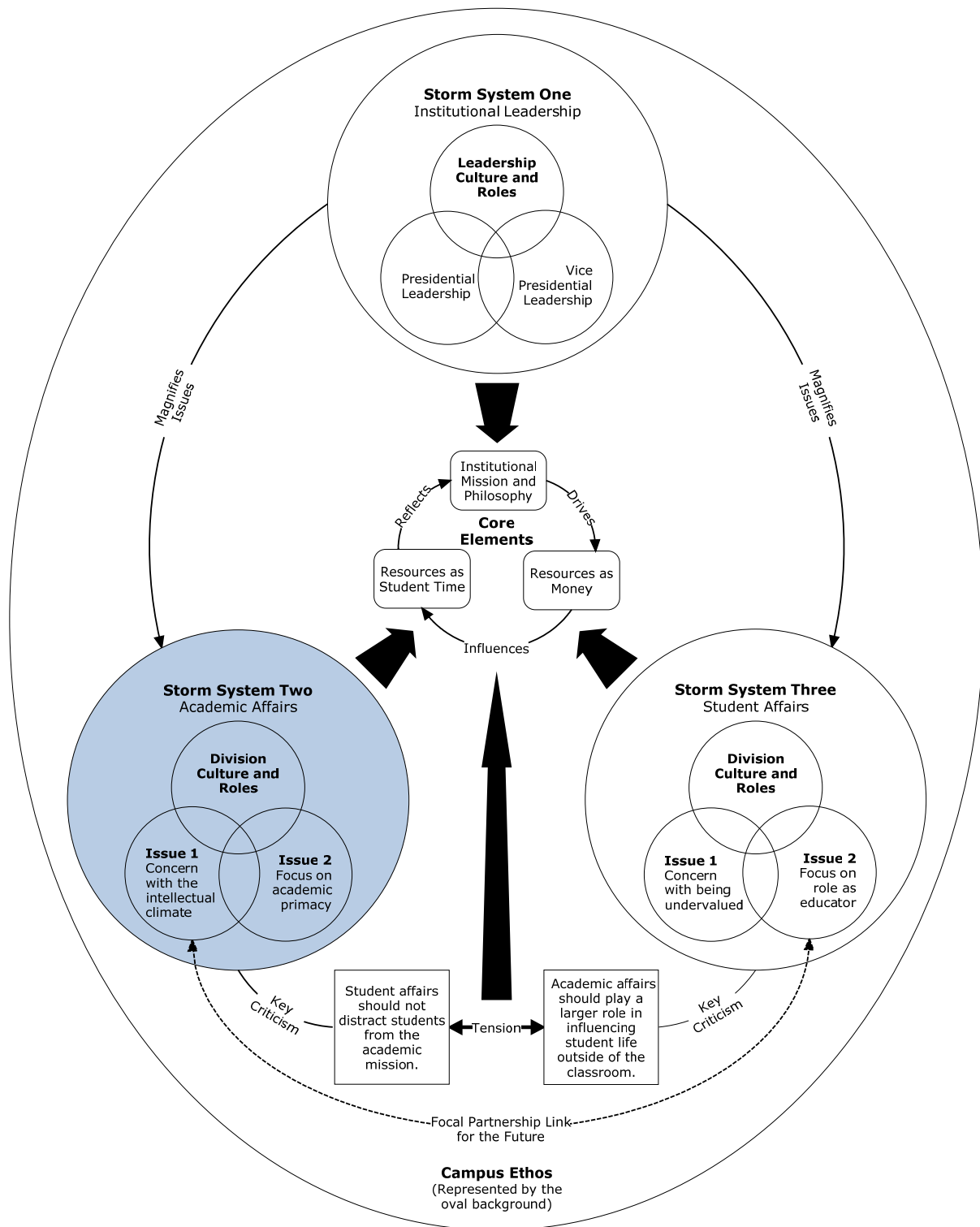
Figure 16. The Crossroads Perfect Storm Model – Storm System Two Highlighted. Storm System Two: Academic Affairs is highlighted to note that the material presented in Chapter Six described how this Storm System acts on the Core Elements based on academic affairs culture, roles, and issues of concern.

CHAPTER SEVEN
THE STUDENT AFFAIRS STORM SYSTEM

Thus far I have presented perspectives that describe the Core Elements at the center of the model, Storm System One: Institutional Leadership, Storm System Two: Academic Affairs, and the climate and culture-related influences that the two Storm Systems were having on campus. This chapter introduces "Storm System Three: Student Affairs" (see Figure 17) and reviews how student affairs staff described their experience at Crossroads, including their roles, identities, thoughts about their relationships with students, and the challenges they face.
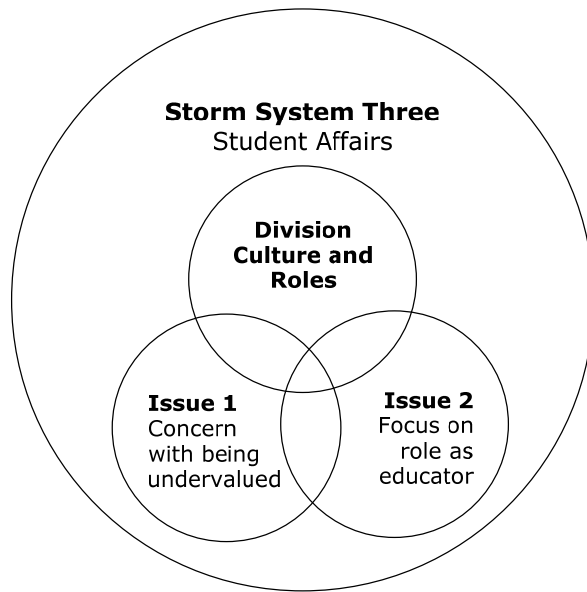
Figure 17. Storm System Three: Student Affairs. The figure depicts Storm System Three, which represents the combined effect and overlapping relationship among three factors: the student affairs division culture and staff roles, staff members' concerns with their role being undervalued, and staff members' focus on being recognized as educators.

Student Affairs Culture and Roles

Student affairs professionals' perceptions of their role within the context of the institution is defined in part by the culture of the profession and the culture of the campus (see Figure 18). Like the faculty, student affairs professionals were passionate about their work and felt that they

were making a significant contribution to the mission and purpose of the university. They first

and foremost described themselves as educators with some service responsibilities:

> Student affairs is about education. We are one of many different types of educators on
> campus. There are faculty members and there are student affairs administrators, and we
> need to treat that as less black and white, but it's on a continuum; we are all teaching in
> different ways. Education is the mission of the university. (F, SA, EL)

This person explained that although she is not teaching in a classroom, she is still contributing to

students' education through her one-on-one discussions and group work with students. These

interactions provide her with the opportunity to help students progress in their own development,

while also "drawing on their in-the-classroom experiences and extending that [learning] to the

rest of their life." Another student affairs staff member (F, SR) described herself as a partner

with faculty:

> I would describe [my role] as a partner with faculty in educating our students to be the
> best that they can be. The faculty have a lot of influence outside the class, but their main
> objective is to educate based on a given subject or major to increase the intellectual
> capacity of our students. I believe the primary purpose of student affairs is to work with
> life beyond the classroom and helping students to explore ways to become the best
> citizens they can be when they leave Crossroads.
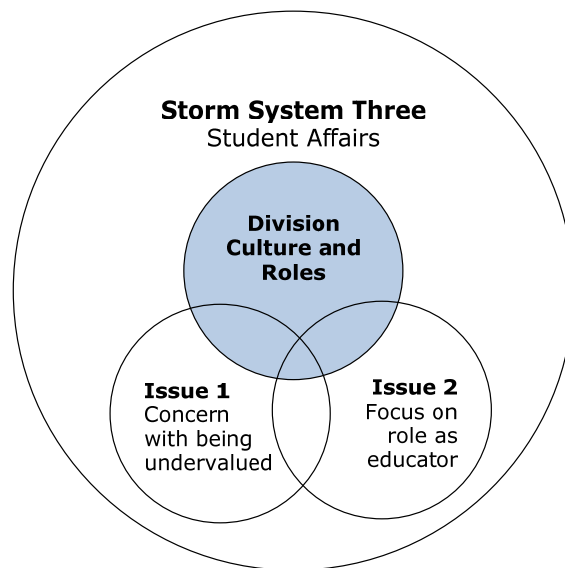
Figure 18. Storm System Three: Student Affairs – Division Culture and Roles Segment
Highlighted.

I asked student affairs staff to clarify and explain how they were educators because I sensed, after conversing with faculty, that many professors were unsure about that denotation. A senior staff member (M, SA) acknowledged that others may not understand, but he strongly argued that through each conversation he had with students, he was part of the educational process: "I don't think others outside consider us as much to be educators, rather organizers and making people feel good [but] everything I do is educational; every conversation I have is educational." Through his conversations, he works to "teach students how to relate to one another" and to reflect on themselves and their relationship with others. It is part of a broader goal to help students to understand their role in the community. This focus is intimately tied to the student development process by challenging them to reflect on and reevaluate their beliefs and assumptions while developing the "skills to navigate life as critical thinkers" (F, SA, ML).

Student affairs staff members described students' four years at Crossroads as critical because the institution served students transitioning into adulthood. Student affairs staff believed that students' time at Crossroads was not only defined by significant intellectual growth, but also growth in terms of value formation and critical affective development. One student affairs professional (M, ML) addressed this in saying that "there are no clear boundaries between the intellectual and emotional or the interpersonal, and our office helps young people grow in the affective realm…to understand themselves as emotional persons as well as intellectual persons." Staff constantly sought out teachable moments in order to facilitate learning. These moments could be positive or particularly challenging ones and might evolve out of both formal and informal situations.

A senior student affairs professional (F) described that she wanted her staff to create an office environment that encouraged student-staff interaction. The office should be one in which

doors are open so that communication flows easily and mentoring relationships are allowed to flourish. She explained that the conversations between professional staff and students are often times not necessarily about a formal committee assignment or office related work, but instead "about personal things in students' lives and challenging them to think about things in different ways." It is through these teachable moments that student affairs professionals are not only influencing students' affective development, but they are also advancing students' critical thinking skills. A senior student affairs staff member (F) explained that many people outside of student affairs do not realize the degree to which she interacts with students and the significance of each of those conversations:

> I interact with students probably a good ten to twelve hours a day.…I am with them side by side in a learning process, and I engage in a reciprocal relationship with them. They engage in dialogue with me, I engage back in dialogue.…I believe that each minute of the day we are growing and developing through the people that we interact with.…I am trying, through my interaction with them, to help them be the best person they can be and to assist them in realizing their potential.

The process that the student affairs staff were describing was one that they consistently said would not happen on its own because they played a significant role in the "guided learning process." Student affairs professionals acknowledged that, in their absence, meaningful interactions between students and others would occur, but they argued that the learning potential that lies in those interactions would not necessarily occur as effectively on its own. Interestingly, as a participant (F, SA, EL) and I were talking about her approach with students, she exclaimed that the process that she and I were engaged in during the interviews mirrored her interaction with students:

> I'm learning right now! I'm giving you information, and you're synthesizing all of these things, and this is exactly what I try to get my students to do, asking questions and making them reflect on it. This conversation is forcing me to question what I believe, why I do it, what I think; it makes my belief stronger and makes me think about things more. It makes me pause and reflect on things that I assume and that's critical.

The educational process that student affairs professionals are engaged in with students was also described in terms of helping students make meaning of the things occurring in their lives (F, SA, SR).

Student affairs staff shared multiple examples of how they all played roles in opening students' eyes, in particular, to opportunities and lessons that they may not encounter or learn about on their own. Whether it is the basketball coach encouraging his team to get involved in activities at the local community center, or the Greek life advisor guiding the sorority women through conversations about behavioral choices and the direct and indirect consequences of those choices, or student activities staff supporting students in their leadership roles as they are learning skills in communication, delegation, and team work, all of these situations led student affairs staff to feel that they were playing a significant role in students' educational experiences at the university. A senior staff member in student affairs (M) explained that their role filled a gap in student development that faculty, overall, do not address—"personal development, social development, dealing with personal issues, [and] challenging one another with regards to expectations in the community."

As student affairs professionals elaborated on examples that supported how they described their role, many wanted to emphasize the intentionality of what they were doing. Student development theories and related research served as foundations that helped define the strategies employed during interactions with students. The intentionality of their work magnified the learning process for students. Student affairs staff compared the design process for their programs to the steps faculty members follow when developing course curricula. They acknowledged that students learn whether student affairs staff "exist or not," but "it won't happen to the same degree because programs will not be in place and discussions will not take

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place" (F, SA, SR). Through these initiatives, which have an educational purpose, student affairs staff are able to promote learning in very intentional ways.

Student Affairs-Student Relationships

In chapter six, faculty were split between maintaining a professional connection with their students and developing a more personal link. Student affairs staff consistently spoke about working to develop close personal relationships with students. They valued these relationships, which facilitated their ability to provide students with opportunities for personal growth and development:

> [Students] find that our office is a very comfortable place.…This becomes a comfort zone for them to escape to; they can come to our office and laugh and talk about things that really matter to them.…In order to feel connected to the university, you need to find your own little niche.…I develop a personal relationship with my students when I see them everyday, so I can kind of gauge when I see that one of them is starting to get really down or moody. Having that more personal relationship, I can see when they're stressed, and we can talk about that, or if they're really down and need to discuss family things, and relationships. It's not focusing on one thing, but on their whole experience. (F, SA, EL)

In the process of developing relationships with students, several staff members spoke of their emphasis on fostering a sense of trust with students. They also discussed creating an environment within which each person was recognized as a member of the community. Student affairs staff sought every opportunity and dedicated a great deal of time and attention to ensure that students did not fall between the cracks:

> I want them to feel that they are the most special person in the world. I want them to feel great about themselves. I want them to feel that they can accomplish anything that they set their mind to.…I don't want any student to walk around this campus, feeling like their face is not noticed or that they are not known, and so every time I interact with a student, I try to give them my time, my attention, and make them feel like they are an important part of this community, and that's very important to me.…From the moment I get here in the morning until when I leave at night, my whole job is student-focused, and I always laugh when I have a faculty member ask me if I have student contact and if I enjoy that because some people don't realize what we do. (F, SA, SR)

Despite clear administrative responsibilities, student affairs staff felt that the core of their work was their interactions with students. A senior student affairs professional (M) expressed the desire to exhibit a "reputation of always being compassionate, consistent, and caring." He involved himself in the campus and local community so that he connected with students in a variety of settings, such as "wings on Friday nights, football on Saturday afternoons, plays or performances, or the campus eatery." He went on to say that he regularly acknowledges students when crossing paths across campus because it shows he cares and is interested in their lives. The philosophy shared by another senior student affairs professional (F) was that "at Crossroads you find that students come first in all aspects of student life…[and] each professional works very hard…[to] offer quality programs for our students."

Student Affairs Supporting Academics

Student affairs staff members affirmed that a key component of their role on campus was their commitment to supporting academics. Faculty, we remember, raised concern for the intellectual nature of the campus and the need for greater academic primacy; they felt that student affairs was not focused on the central mission of the university—academics. Student affairs staff, however, believed that their core role was to develop programs and initiatives that created an environment that supported academics and helped students succeed in their coursework.

It is important to consider the multiple ways that "support" can be defined by Crossroads leaders, faculty, and student affairs staff themselves. A senior student affairs professional described two support approaches, explaining his perspective by relating the academic and student affairs roles as parts of a house. In the first model, student affairs is "the basement upon which this [academic] structure is built, so it's there purely for support. Occasionally you might

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store stuff down in the basement, but it's not terribly important." He instead preferred to think of

the support function of student affairs in terms of another model, two walls, one representing

student affairs and the other representing academic affairs who together support the "educational

structure" of the university. In this capacity, the two divisions "lend support to each other" and

"they share the weight," and this type of partnership should characterize a residential campus.

Student affairs staff remarked that Crossroads should provide a residential experience

designed to operate symbiotically, promoting and supporting the academic program. The student

affairs staff explained how, through their work, they were seeking to help students succeed

academically. A staff member (M, SA, ML) described how they support the academic mission

by "helping to create a community where students can feel at home so that they can feel settled

enough and welcomed enough to then turn their attention to their academics." Several people in

student affairs defined their role in terms of Maslow's (1954) "Hierarchy of Needs" because they

are responsible for creating a living experience, by helping students meet lower order-needs, that

allows students to function to the best of their ability inside the classroom. In the process of

addressing these needs, student affairs staff sought to use teachable moments, described earlier,

as opportunities to advance student learning while also providing the support needed in order for

students to succeed in the classroom. A staff member (F, SA/AA, ML) provided an example of

this sentiment in saying, "My job is to work with students to see where they're being held up

somehow in their learning, in their time here, and to help them talk through it, or work through it,

to be able to understand it. Another staff member (F, SA, ML) explained that her job was to help

students "make decisions that will enhance what they are doing in the classroom." She felt that if

she were able to help maintain students' health by ensuring that they get sufficient sleep, eat

appropriately, and adequately manage stress then that will ultimately translate into better performance in the classroom, "which is their ultimate purpose [at Crossroads]."

Student affairs personnel described supporting students in their academics by making it clear that academics came first in everything that they did. This was students' primary responsibility on campus and their work in student affairs areas—regardless of whether it is a work-study job, a volunteer leadership role, or a resident assistant type role—always came second. As a result, it surprised student affairs professionals to hear that faculty expressed discontent that they were competing with student affairs for primacy. As one senior student affairs professional (F) stated, "you are not going to get a lot of folks in student affairs who don't identify that our primary role is to support the mission of the institution, that what students get in the classroom is second to none." Student affairs staff, along with the VPSA, agreed that student affairs is primarily designed to support the academic mission, but they wanted others at the institution also to recognize that student affairs staff contributed to the educational mission of the university beyond simply supporting academics. The VPSA explained:

> [Academic and student affairs] are both priorities….I've always argued that the academic enterprise, the intellectual development, is first among equals, is first period. Then it becomes a matter of degree—how second or secondary the other things that are the purview of student life are….Student affairs should always support the academic mission; it should never be in conflict with the academic mission. It's a question of whether it needs to be both supportive and advancing of anything else. The latter is true, that it is not *solely* to support the academic program.…I see that if you had to put numerical values on it, I won't go much beyond 60/40—60 percent in support and 40 percent other….The largest single thing is to be supportive, but then there is also character development, and development of the recreational framework for the rest of one's life.

The need to support initiatives that enhance students' intellectual development is highlighted in the introduction of the draft divisional plan for student affairs:

> We acknowledge the need expressed in recent campus discussions to increase the prominence of the life of the mind in the student culture, part of enhancing the quality of intellectual life at Crossroads as a whole….Crossroads' "student culture" is an ethos

marked by intellectual curiosity, a belief in "academics first," civility, responsibility, developmental risk-taking, and ethical commitment on the part of many students. (Crossroads University Student Life and Culture Task Force, 2003, pp. 1-2)

Significantly, the document also emphasizes the importance of "maintaining a *full* spectrum of growth-promoting opportunities to develop whole persons and to maximize student involvement" (Crossroads University Student Life and Culture Task Force, 2003, p. 1, italics in original). Student affairs supports academic affairs as its primary mission, while also providing opportunities for learning outside the classroom. They accomplish this by "remaining committed to teaching and learning" (Crossroads University Student Life and Culture Task Force, p. 2) when designing initiatives for interacting with students. The first two of eight "underlying principles" of the divisional plan center on student affairs' commitment to both their academic support and educational functions:

1. We must support and extend the academic mission, promoting that which reinforces its objectives and minimizes anything that seriously holds it back.
2. At the same time, we must flesh out a continuum of experiences contributing to students intellectual *and* personal development. (Crossroads University Student Life and Culture Task Force, p. 2, italics in original)

Within the "Student Life and Culture Plan," student affairs is positioned as secondary and in a support role; people within the division work toward creating a campus climate that supports the academic goals. This notion is represented in the first principle, but student affairs leaders, in writing this document, did not divorce themselves from the educational process, which is represented in the second principle. They are, however, careful with their wording, advocating the development of a campus experience that brings academic and student affairs together to achieve the university's "educational mission," not just an academic mission. Student affairs is motivated and interested in supporting faculty and students in developing a stronger intellectual

climate, but they also want to be contributors as teachers in their own forums working directly with students.

<p align="center">*The Service-Educator*</p>

Student affairs staff considered their interactions with students as opportunities to capitalize on the contact and convert service-related transactions into educational and transformational moments. The services provide the medium through which they have the opportunity to connect with students and make a difference:

> I would see education as my first role and service provider as secondary. Being a service provider is how I educate students, but I feel like anybody can be a service provider; it's what you do with those services that matters most and that's where the education pieces come in. When people look at my position, they may see someone who does housing or billing or programming or who advises students, but I see all of those things as vehicles to educate students to help them see a larger picture, to help them see beyond themselves as individuals. (F, SA, EL)

A senior student affairs staff member captured the dual role in saying that "people in student affairs are almost hybrids, a combination of teachers and administrators," which, he explained, makes the role unique. The notion of having a dual role—service and education—was discussed by the division staff in interviews and was also noted in the introduction of the draft divisional plan for student affairs:

> Student life comprises all the day-to-day activities in which our students engage, which are facilitated and regulated by Student Affairs staff, as well as numerous educational programs provided by that staff. When we respond to students' basic needs—e.g., for safety, housing, food, and recreation—we sustain important conditions for learning, create particular teaching moments, and help attract excellent students to Crossroads. (Crossroads University Student Life and Culture Task Force, 2003, p. 2)

A senior student affairs staff member (M) did not think that people outside of student affairs understood his role, and that while he appeared to concentrate merely on service, he actually spent the majority of his time assisting students in their academic and personal development. He worked directly with students through one-on-one meetings and department

initiatives that provided him the opportunity to meet with groups of students. Another participant (F, SA, EL) further explained the service versus educator role in terms of a mantra that she tries to stay true to in her career: "You have to do *with* not *for*." She went on to say that that was the difference between being a service provider and being an educator. She chose not to "hold students' hands" or simply give them what they want, but rather challenged them, offering her support and guidance to resolve the issues they were facing. In explaining her vision of her work, she referred to the popular Chinese proverb: "Give a man a fish, and he can eat for a day. Teach him how to fish and he can eat for a lifetime." The essence of the staff member's philosophy relating to her work with students and the proverb was reflected in nearly all my interviews with student affairs staff members; all valued the educational process they engaged in with students as they guided students through the teachable moments.

Earlier, a student affairs administrator stated that being a service provider was how she educated students. Their role description has a similar education-centered philosophical thread running through it when compared to the way that faculty described their dual roles as teacher-scholars. A selection of faculty statements follow:

> For me, it's fundamentally important to pursue my scholarship as a kind of companion to teaching. (M, T, HU)

> As a faculty [member], what makes me the happiest person is to be in contact with students, teaching, telling them what I have learned and thus illustrate my purpose for doing research. (M, T, HU)

> My role is also to continue to be an active and engaged scholar for my own personal needs and also because it contributes to what I can do as a teacher and researcher with the students. (F, T, NS)

> My research, I always think of that as informing my teaching. (F, UT, SS)

Both groups described a dual identity and each part of the identity was critical to the other. For faculty members, actively engaging in research enhanced their role as teachers because it

augmented the material they could bring to bear in class, it allowed them to model "lifelong learning" to their students, and it nourished their own personal intellectual needs. Faculty repeatedly described how their scholarship enhanced their teaching; in a similar way, the educational philosophy that student affairs applied to their work enhanced the service they provided. For faculty, research augments teaching; for student affairs professionals, approaching their work as educators enhances the services they provide.

Student Affairs Cultural Drift

As cultural drift was slowly changing faculty roles, it was also changing student affairs staff's roles. Over the past two decades, student affairs divisions have become more comprehensive and more organized. Staff members at Crossroads spoke of two main factors that played a role in the growth and development of student affairs on campus. One factor relates to faculty members' drift away from extracurricular or cocurricular responsibilities to focus more intently on their discipline or department. The second factor involves the increased expectations of prospective students for increased services and opportunities beyond the academic experience.

Shift in Responsibilities: From Faculty to Student Affairs

Due to many of the factors already described in this paper regarding the changes in the faculty experience, the students' out-of-classroom lives shifted from the purview of faculty to student affairs staff. An academic affairs administrator (M) described the professionalization of student affairs resulting from this shift:

> It was not too long ago that all of these [student affairs] positions used to be filled by faculty members….The move to having a professional dean of students, to have a professional librarian leading the library, or a professional computer person leading the computing division, is part of a march that keeps taking all these things a little further away from the faculty.

There continues to be some resistance resulting from faculty members' relinquishing the responsibilities that used to be theirs 30 or 40 years ago, yet, as just described, fewer faculty are able and willing to do such work. A professor (F, T, HU) explained that "a lot of decisions…[and] a lot of education that once was handled more by faculty now takes place through Student Life." The shift in responsibilities is further complicated by the different values and perspectives held by people operating within the academic affairs culture and the student affairs culture. When faculty served as more comprehensive leaders across campus they did not have to compete with any other division.

While some faculty are struggling with the developing role of student affairs, they concede that time constraints make student affairs a necessity. In addition, as a faculty member mentions (F, T, HU), it is valuable to have trained professionals in student affairs because professors do not have the necessary expertise. A senior student affairs professional (M) validates the division's existence and growth as he expressed his thoughts on the ways that the division's roles have changed and responsibilities increased:

> Yeah, it has gotten bigger, but so have the responsibilities gotten bigger. To get our jobs done, none of us have a 35 hour week. If we didn't have the [larger student affairs staff], there'd be all kinds of things that you wouldn't have, you wouldn't pay attention to. We could have an Office of Housing and Residential Life, or we could have an Office of Housing, mechanical, one person, room assignments, roommate problems, that's it. RAs would be managers of facilities, still living on a hall having just reporting responsibilities regarding conditions of the halls, pipe breaks, water fountain breaks and disciplinary responsibilities, no programming, no training, no supervision. We could do that but that's not what the institution has chosen to do.

He then went on to describe how staffing changed while he has been on campus because the students and their needs have changed. For example, when he first arrived at the university, it did not have an office for multicultural affairs "because you were white, you were female, or you were male—that was it. If you were a minority student, a black student, it was an anomaly." He

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also elaborated on how the office of career development has evolved: "It used to entail asking corporations to come to campus to interview students, and your responsibility as director was to make sure there was a place to interview and it was a senior kind of thing." Today the career development office addresses student needs across all four undergraduate years because "the world of work has changed."

Student affairs has grown and become more complex at Crossroads and at institutions of higher education across the country. As faculty have shifted their focus away from the everyday student experience, they left behind a void that needed to be filled. Student affairs stepped into the empty space to take on many roles that faculty were no longer responsible for, as well as new roles that emerged due to changes in students' needs.

Changes in the Student Population

Several student affairs professionals described how their division at Crossroads also evolved to suit the changes in student demographics and their needs. The university created positions and offices to complement the societal and cultural shifts at Crossroads and in higher education. In fact, the division as a whole became increasingly more structurally organized and unified. Early on, the offices that today fall within the purview of the dean of students used to operate independently. They later came together under the dean and were able to interact and communicate more effectively while providing students with a richer educational experience (F, SA, SR). This merged entity provided faculty and students with greater clarity regarding the division's role, but at the same time that it made the division a more organized group, it became a more visible and influential entity on campus.

The growth in student affairs was partially fueled by students who were increasingly expecting more services and opportunities from colleges and universities. Student affairs, accordingly, plays an increasingly larger role in attracting students to the campus:

> In order to attract people, you've got to do things that are going to attract them. It's like development: you need to spend money in order to make money, you can't make money without spending money, you've got to have functions to make your alumni feel good about the place, [and] you've got to do programs….Many faculty members have the impression that we just balloon the budget, but in order to attract students you've got to provide these different things. (M, SA, SR)

Students look for institutions that are invested in providing a rich in- and out-of-classroom experience; many people on campus said that, for example, the year after the new athletic facility opened there was a significant increase in applications to the institution.

A senior student affairs professional (F) also explained that the growth in their division served the university in providing students with an experience where each "feels they can fit in and belong," which directly affects student retention. Retention is linked to a solid out-of-class experience. Several faculty members expressed this same sentiment, acknowledging student affairs' important role in helping students transition into college and navigate their way through the four years.

The cultural drift in student affairs is represented in its growth and increased presence on campus. Faculty frequently criticized the growth, while many people in higher education at the local and national level have called for student affairs to be more integrated into the core educational mission of the university. The cross-divisional tensions arose once student affairs began to move beyond a solely service role to one involved in education design and delivery. The tension was further heightened by staff members' perceiving that their role as educators is undervalued.

Factors Adversely Influencing the Role of Student Affairs

This next section of the chapter delves into the issues that concerned student affairs staff and negatively influenced their experience at Crossroads. The two issues that are represented in Storm System Three include: 1) faculty and institutional leaders' tendency to undervalue student affairs staff's roles, and 2) the lack of acknowledgment of student affairs staff's role in educating students, a role that distinguishes it from other administrative divisions. These two factors influenced the morale of student affairs staff and affected the degree to which they perceived themselves as partners in the educational mission of the university. The feelings and perceptions of student affairs professionals regarding these two factors provide valuable insight into the current and potential relationship between academic and student affairs.

Student Affairs as an Undervalued Division

Student affairs members believed that they are first and foremost educators and contributed to the mission of the university by both supporting academic affairs and providing other educative opportunities that contributed to students' overall growth and maturation. They were confident in their role, their contribution, and its place at the institution when they considered their day-to-day work, but the majority articulated a general sense of being undervalued at Crossroads (see Figure 19). A senior student affairs professional (M) explained the overall perspective shared by many:

> There's a fundamental misconception about what we do, why we do it, and what impact we have. I consider myself an educator, a teacher, more than I do an administrator. Everything that I do, every meeting I attend and what I say is meant to simultaneously help others broaden their experience, look at things differently, and look at different ways of doing things. I fundamentally believe that our major function is teaching. I don't think that others necessarily look at it that way.

This student affairs professional further explained that most faculty, students, and parents see student affairs staff as purely administrative. Many of his colleagues concurred that rather than

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considering student affairs work as educational, many considered them to be solely service providers and labeled them as "cruise directors or babysitters." As a result, many student affairs staff perceived that faculty considered them to be "second-class citizens." Student affairs further perceived that professors who failed to understand student affairs' contribution to the educational mission thought the university could function well without student affairs:

> We're not valued here by the faculty. I don't understand the disconnect right now—I don't understand how they view the work that we do as not as important as the work that they do, and a lot of them feel that they could function without the Student Life area….I could feel better about this whole struggle if I felt that they had a really good understanding of the work that we do or even if they showed an interest in learning more about the work that we do. (F, SA, SR)

The sense of being undervalued led to heightened sense of being forgotten. The culture and climate at Crossroads make it "very easy to feel as if there are people who feel as if the institution would move along just fine without us as long as students have a place to eat and sleep, and a space to attend classes—that's all that really matters" (F, SA, ML).
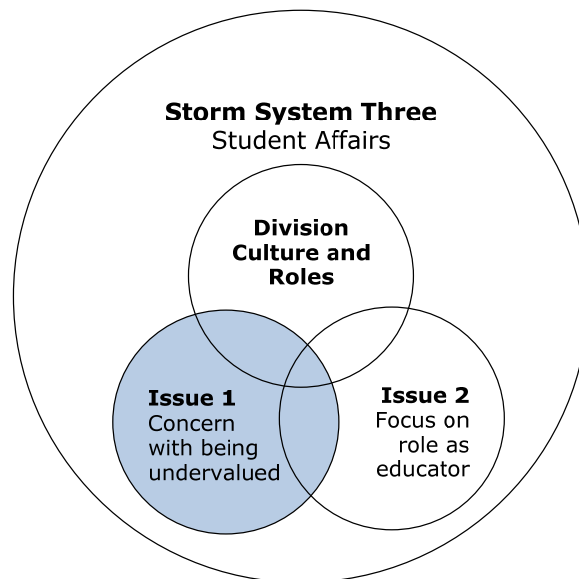
Figure 19. Storm System Three: Student Affairs – Concern with Being Undervalued Highlighted.

Several staff members expressed opinions and shared stories that were consistent with the belief that "faculty view student affairs [staff] as less capable, less bright, [and] not as schooled in the disciplines" (F, SA, ML). An account by one staff member (F, SA, ML) reflects the feeling that they needed to constantly justify their contribution to the institution:

> I feel like there is a way that you have to prove yourself to some [faculty] as being someone who is worthy of their attention or that you can handle a discussion with them….Based on my own experience, as soon as I started dating a faculty member, suddenly it was assumed that I must be intelligent, where I was very put off by some faculty before that. People who wouldn't acknowledge me before, after introducing myself four or five times, would then all of a sudden think that I must have something in my head. It's been an interesting experience for me. I haven't liked it very much; I sort of resent it….They assume that you're in your little social kumbaya world over [in student affairs] and that you don't have anything really substantial to say until you prove to them that you do. [Now that I'm dating a faculty member] if I'm walking along on campus, people will stop and talk to me who before, I had met three times, and they would just not acknowledge my presence….I have meetings with faculty members who were very condescending to me from the beginning and those people are really nice to me now."

Another student affairs staff member (M, SR) shared a similar type of experience in describing the following: "I'll meet someone at the park while my kids are playing there, and I've had at least two faculty members pretty much end the conversation when I told them what I did. The conversation ends!" As a result of these and other types of interactions with faculty and academic affairs administrators, student affairs staff received the message that they were not appreciated for the work they did at the university. Some of the words that they used to describe themselves, based on the messages they received from academic affairs, included "tangential," "poor relative," "stepchild," "second-class citizen," "sub-curricular," and "happy glitter and glue office."

During interviews, I asked nearly all the participants to complete an exercise in which I gave them a sheet of paper with instructions to draw two Venn diagrams representing the institution (see Appendix B). One diagram depicted the current and the other the ideal

relationships among the five divisions (i.e., academic affairs, student affairs, finance and administration, university relations, and enrollment management). In describing her Venn diagram depicting the current state of the cross-divisional relationships, a senior student affairs professional (F) explained her sense that student affairs was subordinate to other divisions. Accordingly, she drew student affairs under academic affairs "because we are often the step-child or second-class citizens to academic affairs." It was important to her that student affairs was underneath because it symbolized the subordinance of the division.

The term "Love Boat" was another term that emerged in many conversations with student affairs staff as they described their frustration with being undervalued. The term was first used by a faculty member the previous year in a posting to the faculty forum email list to portray the work of the division of student affairs. They were depicted as cruise directors providing the entertainment for students on campus. This type of labeling influenced how student affairs professionals perceived their role and acceptance on campus, and often led them to feel marginalized. This feeling was exemplified in a conversation with a senior student affairs professional (M) when we were discussing whether student affairs initiatives were cocurricular or extracurricular. He responded by saying that they were neither; they were "sub-curricular."

The most significant problem related to being undervalued was that student affairs staff felt that they were not considered to be educators. To many, it felt like "a slap in the face," particularly given that most had graduate degrees in education or a related field and several had doctorates. In addition, professors' minimal interest in understanding the work of student affairs proved disheartening. The only time that faculty concerned themselves with student affairs was when it was perceived to be edging into faculty territory:

> I don't ever really see a lot of faculty being interested in what happens on the student affairs side, and then I feel like when student affairs professionals try to really embody

the cocurricular model…we get our hands slapped—this is our realm; stay out of it. (F, SA, EL)

Part of the problem, according to a senior student affairs professional, is that many faculty members have "a narrow view of education," and that learning only happens through disciplinary-based instruction in the classroom.

An additional factor that led student affairs staff to feel undervalued was resource allocation. A staff member explained her struggle to run a quality department on a budget of two dollars per student per year. Others spoke of a recent 13% salary increase for full professors while senior staff members' increase, despite the fact that they had been at the institution the same amount of time, was either 2.8 or 3 percent. There were several other specific examples which served as symbols of being undervalued that I will review in the following sections.

Student Affairs' Peripheral Role at Commencement

Beyond compensation and department budgets, many additional symbols of being undervalued concerned student affairs staff. The first example relates to commencement and decisions made by the executive leadership about regalia and participation in the procession at commencement. Two years before I was on campus conducting this research, student affairs staff had recognized a sudden difference in the procedure for inviting people to order regalia and walk at commencement. Prior to that particular year, a large proportion of the student affairs staff participated annually in commencement by processing in full regalia and sitting on the risers with faculty. A shift took place under the new administration and there were several different perspectives regarding the perceived changes and the rationale. It appeared that there were a series of miscommunications.

Staff recalled that people who had been invited in the past to order regalia and walk were not included in the mailing and were therefore left out of the commencement ceremony. They

could still attend but not participate formally. The following year the problem was only partially

rectified because that second year they were able to process in regalia but were told that, given

expectations that the seating on the risers would be full with faculty, they could be seated off to

the side at ground level. Over those two years, the situation demoralized some, contributed to

their feeling undervalued, and left "a wound for some in student affairs" (M, SA, SR). The irony

was that not enough faculty attend the commencement ceremony and as a result "seating was

never a problem; there's always two rows or a row and a half that never fills" (M, SA, SR).

Other student affairs professionals explained that they cherished the opportunity to celebrate the

accomplishments of their students at commencement, and they were struck by the messages they

were receiving about their participation. They wanted to be able to recognize their "own students

equally as partners [with faculty]" (M, SA, SR).

Omission Across Campus

Student Life staff in particular often complained that their voice was not being heard, and

the VPSA explained that these perceptions could stem from the fact that Crossroads had recently

shifted from the dean of students reporting directly to the president to a structure where the dean

reports through a vice president. Despite this staff structure change, student affairs staff, who

considered themselves to be part of the educational mission of the university, were very

concerned when they were omitted from meetings, committees, and events where they believed

their presence was important.

The first example relating to omission involves representation on a commencement

committee during the 2003-2004 academic year. The committee in question typically selects the

commencement speaker. Student affairs staff members explained that traditionally the senior

class advisor, a student affairs professional, served on the committee and the provost's office

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coordinated the committee. The perception was that the provost, without explanation, decided to change the membership of the committee and the senior student affairs staff member who served as the senior class advisor was not invited to be a part of the group. Student affairs personnel expressed concern with omitting a person involved in virtually every aspect of the senior class officers' decision-making process throughout the year. In addition, they expressed discontent that the staff representatives to the committee, instead of being from student affairs, were academic affairs staff members with faculty status.

I asked the provost about this particular situation, and he explained that the committee membership was his decision. He recalled that the committee consisted of three faculty, three administrators, and three students, and "the students were adamant that their advisor needed to be added to the group." The provost remarked that he felt the advisor could contribute significantly to the conversation, but he was concerned with the symmetry in the group. "If we added somebody from student services who was the students' class mentor to advocate on behalf of the students, it was going to…be a departure from the way we've done it for many years and it was going to create an apparent imbalance." He felt, therefore, that it would be a "bad idea."

The provost's concern about the committee membership resulted from the controversial decision to invite a television personality to speak at commencement the previous year. Many people felt that having this woman as the commencement speaker represented the anti-intellectual climate at the university. It is intriguing considering the symmetry of the group, that the provost grouped the advisor with the students rather than deeming this veteran of student affairs at Crossroads an ally in guiding students through the selection process to help ensure that the committee chose a speaker that caused less controversy on campus.

The consequence of this scenario was that student affairs staff saw it "as a put down" that questioned their professionalism (M, SA, SR). In addition, in thinking about the continuum of perception and reality, it seems that this was another example in which perception was driving much of the thinking and may have exacerbated the problem. The view that the advisor had always served on the commencement speaker committee, as perceived by the student affairs professionals, was at odds with the view that to include the advisor was a departure from the past, as perceived by the provost. The incongruity between the perceptions led student affairs professionals to feel inappropriately excluded.

Beyond the commencement committee example, staff raised this same concern about representation within three groups in particular: the re-accreditation steering committee, the presidential search committee, and the presidential transition committee. From the perspective of student affairs professionals, their absence from these committees represented missed opportunities to participate in the broader institutional dialogue and to articulate the ways that student affairs contributed or could contribute to the overall mission of the university. The question of representation also extended to standing committees such as the CFI, which included academic affairs administrators, faculty, a student, and a representative from the registrar's office. As mentioned earlier, CFI is the parent committee to a variety of work-groups that have an influence on student affairs.

The language in the re-accreditation report proved to be an example of not having sufficient student affairs representation on the university committee that developed the report. When drafts of the report circulated around campus before the review, staff members perceived that the document over-represented the academic affairs perspective and did not take into sufficient account student learning outside of the classroom. Many student affairs staff contended

that the information was based on the faculty perception of student affairs work rather than their own perspectives on it.

In an interview, the VPSA argued that the re-accreditation steering committee membership did not adequately represent the proper balance of the people engaged in the educational program, given the accreditation agency's interest in evaluating the degree to which "you are achieving your educational mission." The VPSA contended that academic affairs and student affairs represent the groups of "people delivering the two main aspects of the educational program," and the committee membership should have reflected that design. However, faculty concern with the need for academic primacy contributes to resistance to expanding the committee membership to include student affairs staff members beyond the VPSA. This was expressed by an academic affairs administrator (M):

> I don't think that student affairs necessarily needed more of a voice on the accreditation steering committee, because the accreditation is of the institution as an academic environment, and when you look at the guidelines, most of what you are talking about is the academic mission of the institution…and now we're back to where [student affairs staff] fit in terms of that mission, and I'm going back to my notion that the academic mission is central to the institution and student affairs supports that. I know that probably doesn't sit well with lots of folks, but that is how I see it, and how a lot of folks see it.

In one of my final interviews with the VPSA, he shared two perspectives that put the issue of student affairs representation into context. The first set of comments relates to the current climate:

> There is a real angst, verging on paranoia, here, about being at the table and having a voice and it's ironic, isn't it, that some outsiders to student affairs think that student affairs is having too much of a voice, or too effective a voice, and those within think it's not having any.…It's a complicated matter fueled here by a lot of rhetoric that's gone on in recent years, trying to represent Student Life as peripheral.…Expectations are high in terms of having a voice, and when your viewpoint is only that of a hammer, everything is a nail. So when your worldview is one of disenfranchisement, you are going to see everything as being disenfranchisement.

His second point relating to long-term culture was that it is inappropriate for his staff to perceive that a committee is "unbalanced unless the administrator happens to be from student affairs." If that is their expectation, then "they're going to be continuously disappointed." This cautionary comment was particularly important given the VPSA's description of the Crossroads culture: "The history, the sort of impulse, the first, the automatic sort of learned direction in which Crossroads moves is to think of education as primarily curricular, primarily being delivered in the relationship between faculty and students." As a result, student affairs staff need to temper their disappointment and not consider all these occasions as disenfranchisement. He described the climate at Crossroads as a reality that staff must face and accept.

This impulse to consider faculty as the sole educators on campus was apparent in the evolution of the institutional assessment plan, which was a required component of the re-accreditation review. The VPSA confirmed my interpretation of the timeline, which began with the assessment plan in the hands of the director of institutional research; it then went to the assessment committee, which was a sub-committee of CFI, for further development and review so that it could be submitted to the accreditation group. The development of the plan, up to the point of its submission to the accreditation committee, did not include a member of student affairs in the discussion and development of student learning goals and outcomes. The VPSA stated that not being included in assessment planning from the beginning suggests that the student affairs division is not taken seriously in terms of its contribution to students' education.

To the credit of the assessment committee, the group decided to invite the VPSA to join the committee following the work on the assessment plan that was submitted to the re-accreditation team. An academic affairs administrator (M) explained that, at the end of the year, when the committee reviewed their work and took into consideration the accreditation agency's

assessment charge for the university, the committee's focus was "too narrow," and therefore its

membership should be expanded to include student affairs. The administrator commented on the

decision being a "very important step" in recognizing that "they couldn't do their job fully and

adequately in compliance with the accreditation requirements without having a representative

from student affairs." He was optimistic that, following some discomfort in bringing student

affairs into a faculty committee, people will appreciate the value inherent in having "coherent

thinking about the way the university can marshal all its resources to make sure we can do what

we want to do for students."

The Effect on Morale

The perceptions that fueled staff members' sense of being undervalued lowered morale

and increased the likelihood that the institution would lose highly qualified and talented

personnel. In talking about opportunities for collaboration with faculty, a staff member (M, SA,

SR) who was at Crossroads for several years described the frustration he saw in the faces of

professionals who arrive at Crossroads enthusiastic about the possibilities of working with

faculty only quickly to learn of the deep divide. For some, the choice is clear; if the message is

that the role of student affairs at Crossroads is solely support and not educational, then they

would have to decide to go elsewhere:

> I see myself as an educator. If the president said, "You know what guys? You're not
> educators; let's just be clear about this. We see you at Crossroads as support for the
> academic mission," I would say, "Thank you for the clarity," and I would submit my
> letter of resignation. I don't need to work here….I would walk [the letter of resignation]
> over and I would say, "You know I'm sorry. You think I'm support here? I don't see
> myself that way and I'm going to go to an institution that sees me for what I see, how I
> see myself." (F, SA, SR)

A long-time member of the student affairs staff (M, SR) shared a different perspective on how to

live with the messages that devalue the work of the division:

For 35 years I've always said the primacy of this institution is its academic program. Why do people come to Crossroads? I would hope because of the kind of curriculum we offer. In our role…we take a back seat. Now does that upset people? Sure. Does that minimize the importance of what we do? No. Does that change what we do? No….I know what I do is important and that's the most important thing to me. I know that being a part of the developmental process that students go through and helping them through those kinds of things is very, very important. But there are others who really take an offense that they're not considered to be on par with the faculty.

This sentiment is similar to the one expressed earlier by the VPSA regarding the need for student affairs to accept their secondary role at the university. Student affairs staff, in his opinion, must stop "worrying about being accepted as equals to the faculty" because at a place like Crossroads that will not happen. But he emphasized that that approach does not minimize the work that should be done to "align with [faculty] to make [Crossroads] more intellectual."

Educators: Student Affairs as Different from other Administrative Divisions

Another component of Storm System Three is linked to the perception held by student affairs staff that they are devalued, but here I focus directly on their identity as educators (see Figure 20). The fact that student affairs professionals at Crossroads operated as both service providers and educators placed them in a problematic middle ground between academic affairs and the other three divisions (i.e., university relations, enrollment management, and finance and administration). To understand student affairs' role on campus and their sensitivity to conflict with academic affairs, it is vital to understand how the student affairs staff positioned their division with respect to the others.
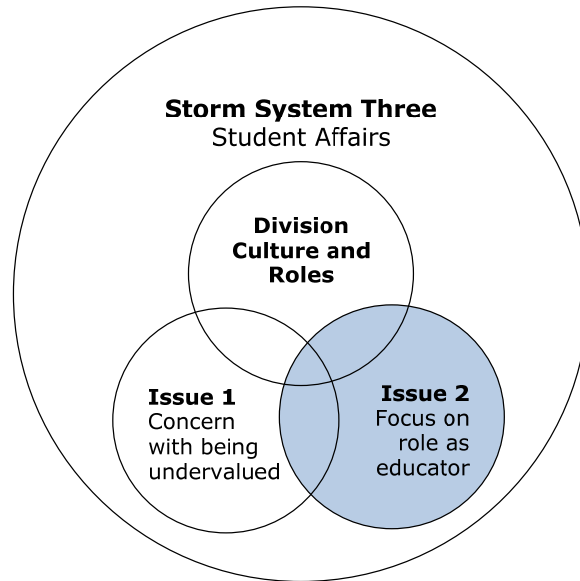
Figure 20. Storm System Three: Student Affairs – Focus on Role as Educator Highlighted

At the core of the descriptions, student affairs staff members considered their division to be different from the other divisions because of their higher degree of contact with students. One senior student affairs professional (F) said that it is their "interaction with students and the ways in which we need to be involved in their lives" that distinguishes them. The other difference with these three divisions was that staff outside of student affairs focused less on student development and education delivery and instead interacted with students in a more administrative fashion. I spoke with leaders in two areas outside of student affairs about these distinctions, and they agreed that there was an inherent difference in focus. A senior administrator for information technology (including library services) stated that their operation's primary constituency was the whole campus and that they clearly applied a service model to their work. The vice president for enrollment management (M) spoke about the philosophy within the areas that he supervised, which included the admissions office and the registrar, and he conveyed

the importance they place on efficiency and being "backstage orchestrators." Ideally, he felt that as a division his group "should be more invisible than visible."

For student affairs staff, the defining factor that differentiated them from the other divisions was their role as educators working with their primary constituency, students. Student affairs staff members considered themselves to be working side-by-side with academic affairs in delivering the educational program to the students. The other divisions are critical, but those staff members are not the "deliverers of the [educational] program in the same way that faculty and student affairs personnel are" (VPSA). The fact that student affairs staff considered themselves partners with academic affairs is intriguing because it raises an important question in terms of organizational theory: Is student affairs a peripheral or core unit? I discussed this with participants as part of the Venn diagram exercise described earlier, and it was intriguing to see how people, based on their philosophy of education and perspectives regarding the role of student affairs, drew the circles that represented academic and student affairs differently.

Student Affairs as a Peripheral Unit

People who focused on the issues facing the university's intellectual climate and diminished sense of academic primacy tended to draw the ideal relationship among the divisions so that academic affairs was solely at the core. Academic affairs was linked to the other divisions with varying degrees of overlap and in such a way that represented their support role in serving the academic core. As one faculty member (M, T, NS) stated, "Education is the central mission of the institution, so it seems to me that [the other four divisions] are service to that particular component." His diagram depicted a large academic affairs circle at the center, with four other circles of the same size equally overlapping academic affairs along the edges. One of the most extreme articulations of student affairs' position in relation to academic affairs came from a

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faculty member (M, UT, HU) who said that student affairs "should be subservient to academic affairs, since I do believe that, first and foremost, we should be an academic institution." Faculty who placed academic affairs solely at the center tended to describe a campus community in which the other divisions served the academic mission and "are always thinking about what's best for academics" (M, T, SS). This perspective was at odds with the way that student affairs staff conceived of their role and the way that some faculty who saw the potential of a strong partnership between academic and student affairs imagined the future of the institution.

Student Affairs as a Core Unit

People who supported the notion of developing stronger relationships between the divisions drew their ideal scenario with a similar design: academic affairs as the larger circle and the focal point but nonetheless showing a relatively large overlap between academic and student affairs divisions. The size of the overlap with academic affairs distinguished the student affairs circle from university relations, enrollment management, and finance and administration. The most extreme perspective in support of partnership depicted student affairs and academic affairs sharing the core of the diagram in a yin and yang kind of design, making it clear that the two divisions coexisted in harmony and reinforced each other (M, AA, AD).

The VPSA explained that academic and student affairs were depicted in his drawing as almost concentric circles because "we sort of occupy a lot of the same space in terms of trying to produce [student learning] outcomes." He went on to describe the culture at Crossroads regarding the student affairs relationship to academic affairs and explained that the degree to which one believes student affairs is a peripheral unit is dictated by "the degree to which one believes that Crossroads is about intellectual development, and/or the continuum of student growth and development."

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Caught Between the Periphery and the Core

People who supported the notion of providing students with a broad educational experience agreed that the institution's educational mission is at the center, and the academic affairs division is clearly aligned with that center. Student affairs, however, found itself organizationally caught between academic affairs on one side and the three other more peripheral support units on the other side. Student affairs staff, as educators, were motivated to partner with faculty and, figuratively and symbolically, valued sitting at the table with faculty in order to discuss the educational priorities and vision for the institution. Meanwhile, many faculty members, particularly a vocal group concerned about academic primacy, pushed student affairs away from the core and into an increasingly peripheral role. Student affairs' perceived role as educators drove them to be part of the educational core, while their role as a service provider justified the belief among academic affairs' members that they should operate as a peripheral support unit.

Two human resources initiatives fed into student affairs' struggle between the divisions and even between the two components of their dual identity as service-educators. The first was the proposed merger of the existing Committee for Administrative Personnel (CAP) with a new committee that represented support staff. The merger would have created a joint Staff Personnel Committee. The second was a new administrative and support staff classification compensation program. This initiative created for the first time a tiered classification compensation scale that combined administrative staff and support staff into one model; it did not include faculty. Many of the senior professionals in student affairs objected to both of these initiatives because they inappropriately grouped administrative and support staff, whom they felt differed in terms of such factors as education, work hours, and campus roles.

In the public forums on the compensation program, criticism from administrative staff was coming largely from senior student affairs personnel. In informal conversations with support staff and upper administrators outside of student affairs, several people described the student affairs criticism as elitist. An academic affairs administrator (M) explained his perspective on the two human resources initiatives:

> Part of the outcry was very much "I don't want to be compared to support staff, I'm educated, I've got a responsible job, my needs are different than support staff….I've worked hard to be an administrator, and I'd like that to mean something"….There's a group of people in [student affairs] who are feeling like they contribute just as much to students' education as the faculty do, and they are not being recognized for it, and that they've worked hard to get these degrees and they see a system that doesn't really take into account their Ph.D.s. That doesn't make the system bad, but they're feeling undervalued by the campus, or under-appreciated by the campus.

The two human resources initiatives clarified for student affairs staff members that they were caught between academic affairs and the three other divisions. Academic affairs represented the division at the center of the mission of the university, while the three other divisions operated at the periphery. Finding themselves in the middle ground contributed to student affairs staff members' sense of being undervalued as educators. They wanted greater recognition as part of the educational core, but initiatives like the ones just discussed represented forces that were pulling them toward the periphery, thus ensuring, in the minds of student affairs staff, that they maintained a primarily service related identity.

<center>Summary</center>

This chapter continued to tell the story about the campus influences, in this case student affairs related elements, that were causing a competitive environment, thus destabilizing the cyclically related Core Elements. The first half of Chapter Seven described the way that student affairs staff conceive of their role within the context of their profession and the university. They expressed being committed to education by both supporting the academic mission and

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contributing to students' development. They achieve this through a service-educator identity. The most salient concerns of student affairs staff members were represented in Storm System Three as two issues: staff felt that academic affairs undervalued their role and their identity as educators was not acknowledged.

Similar to academic affairs, the three elements of Storm System Three are graphically depicted as overlapping because they are interrelated. The professional culture of student affairs, as well as the campus culture, help define staff members' sense of their role and serve to sensitize them to the issues most salient to their lives. In addition, at Crossroads their weather system was being further destabilized by institutional leadership that provided a limited sense of direction and a limited sense of the prioritization of values. The resulting uncertainty magnified the "angst and paranoia" described by the VPSA and led to greater sense of disenfranchisement, which negatively influenced their perceptions of and relationship with academic affairs (see Figure 21).
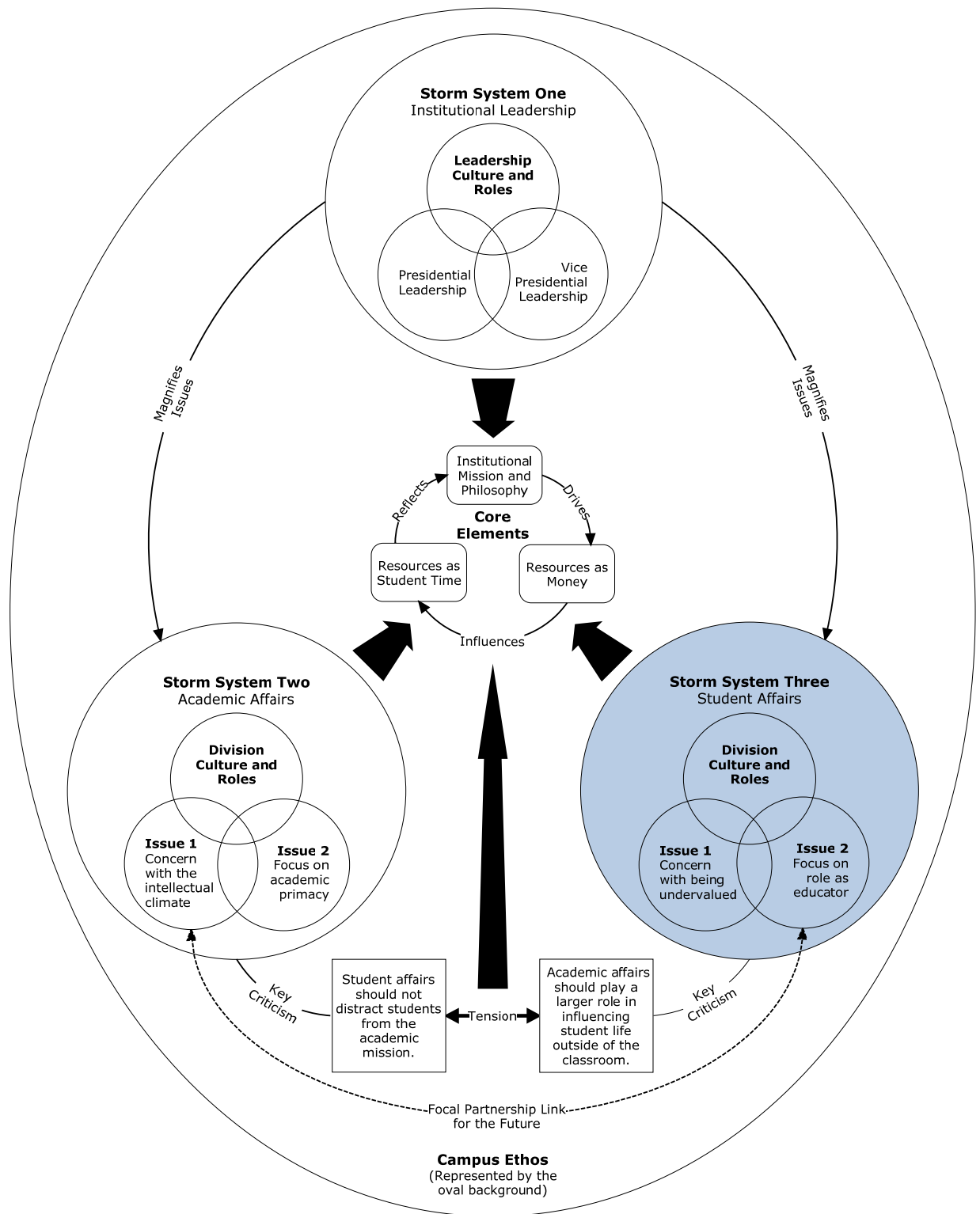
Figure 21. The Crossroads Perfect Storm Model – Storm System Three Highlighted. Storm System Three: Student Affairs is highlighted to note that the material presented in Chapter Seven described how this Storm System acts on the Core Elements based on student affairs culture, roles, and issues of concern.

CHAPTER EIGHT
THE CRITIQUE OF STUDENT AFFAIRS' ROLE

In the following two chapters, I move from describing how academic and student affairs staff perceive their own role to exploring the "Key Criticisms" that staff in each division have of the other. These criticisms have a tremendous influence on the relationship between the two groups. In this chapter and the next one, I present perspectives that identify overarching issues that have a bearing on the ways academic and student affairs currently operate at Crossroads University. This chapter, in particular, expands on the pervasive faculty viewpoint that student affairs distracts students from the core mission of the university: intellectual development. The faculty perceptions highlight how student affairs staff make themselves vulnerable to criticism. Later in the chapter, I introduce the voices of student affairs professionals who describe ways that their division contributes to the faculty perception, but also suggest ways their division can better communicate the significance of their work in relation to the institutional mission.

The Key Criticism, "Student affairs should not distract students from the academic mission," is presented in the model (see Figure 22) to highlight it as the main theme emerging from conversations with faculty about student affairs. The cross-divisional tension that has resulted from the criticism that each division has of the other adds to the Storm System forces that act on the Core Elements.
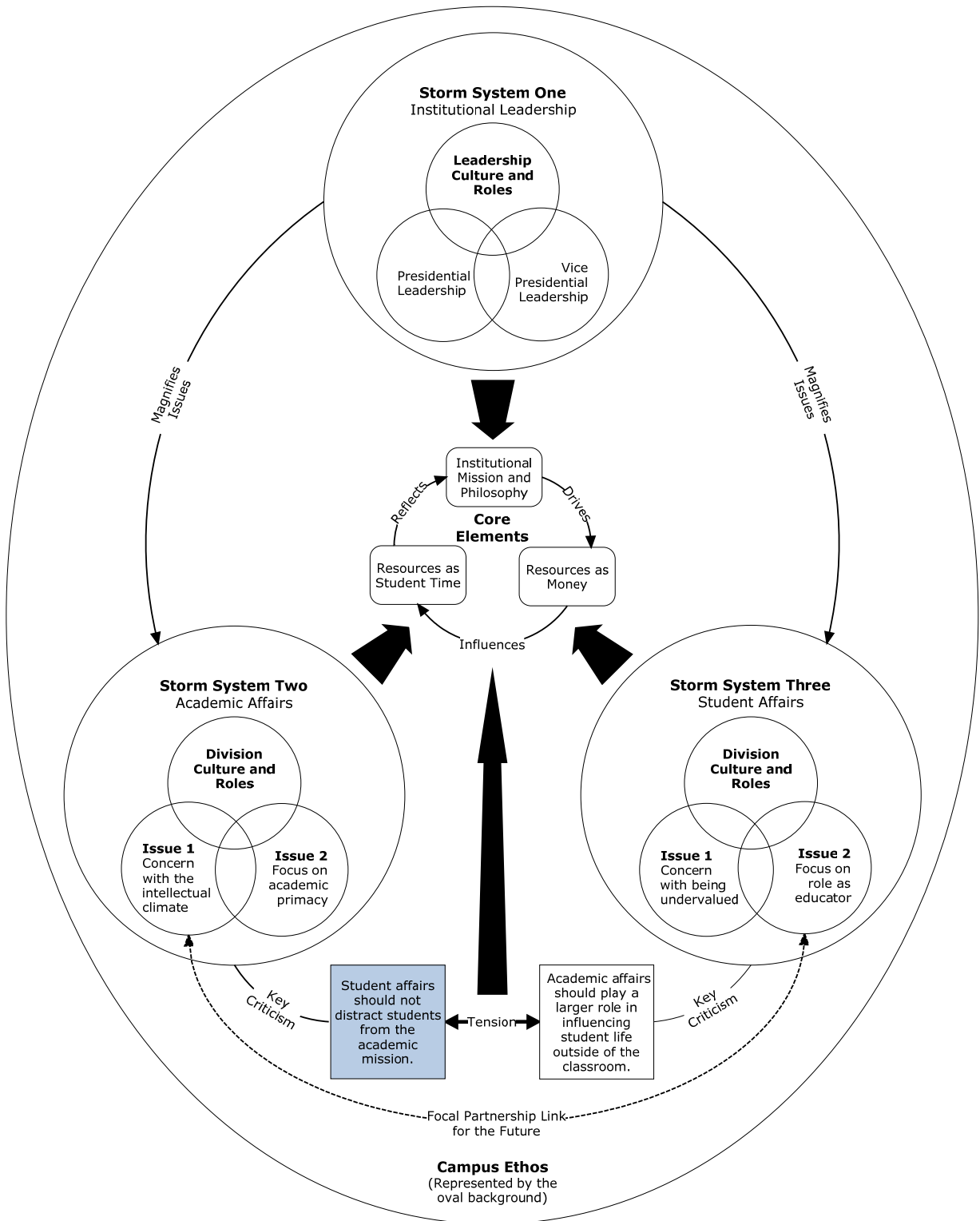
Figure 22. The Crossroads Perfect Storm Model – Academic Affairs' Key Criticism Highlighted. The figure depicts academic affairs' key criticism of student affairs, which is linked to the cross-divisional tension and is a contributing factor to the forces acting on the Core Elements.

Student Affairs as Distraction

Many faculty described the student affairs division as a distraction that undermines the intellectual climate on campus. For example, an academic affairs administrator (F) stated that faculty think that student affairs staff "are just providing noise and nuisance…because they are just taking students out of the classroom, as opposed to encouraging them to go in." This perspective contrasts to that of student affairs personnel, who consider themselves educators who support and enhance the curriculum and who believe they are aligned with the academic affairs' mission. Student affairs staff felt, however, that academic affairs was pushing them away. This distancing is not surprising given the lack of communication between the two groups and the lapses in coordination at the highest levels of the institution. A vision of partnership is difficult to imagine if members of both divisions do not discuss with each other the optimal role of student affairs on campus.

Faculty Perspectives on the Role of Student Affairs

Many faculty placed student affairs squarely in a support or service function and continually stated that academic and student affairs staff were not and should not be equal. While many faculty members acknowledged student affairs' interest in playing a bigger educational role, it was not always clear to them that student affairs was working with academic affairs. It appeared to some professors that student affairs was growing for its own sake without clearly demonstrating that the growth supported academics. It concerned faculty members that the increasing size of the staff has brought about a subsequent increase in non-academic programming. Referring to a recent *New York Times* article about higher education, a faculty member (M, T, HU) expressed apprehension about the growing role of student affairs and its impact on academics:

You know you read the front-page article in the *New York Times* last week about all the things that colleges are doing for students these days—and really they're talking about student affairs. It's a little bit over the top, providing puppy dogs to cuddle with during exam periods, but it seems that they've been providing more and more support to students in the last few decades. In my opinion, I really think that college should be an academic experience….I hold onto the idea of the citadel or the ivory tower, the whole notion of the exciting intellectual experience that college can be.

Several faculty members asserted that student affairs was responsible for over-scheduling students' lives on campus. As a result, when asked about how they perceived the role of student affairs, many faculty felt it needed to be re-evaluated. Several people described student affairs as being "out of control" and suggested that the division should shrink. Some faculty members increasingly found it difficult to coordinate gatherings with students outside the normal class hours (e.g., field trips) because of students' extracurricular commitments.

Faculty perceived that the growth in student affairs arose from competition with other institutions to provide increasing amenities. With so many people on staff, though, some faculty believed that students were being over-managed and found it hard to believe that student affairs personnel could find enough to do to keep themselves busy:

How do you get this number of people [in student affairs] to put in an honest eight-hour day? What do they really do, other than create meetings for themselves? How much contact with students?....Are they having an impact on anybody? Is it in fact taking time away from other things? (M, T, SS)

Others understood student affairs' role and contribution to the campus community but still felt that student affairs had grown too much in size and importance, which then demanded too much of students' time. Many faculty members had strong opinions about student affairs, however, many also did not have a good sense of what student affairs staff actually did. There was a significant incongruity between what student affairs staff were doing and what faculty thought they were doing. In particular, it alarmed professors to hear that student affairs staff considered

themselves to be educators because that was not something many faculty members accepted or fully comprehended.

Faculty Perspectives on Student Affairs Staff as Educators

Faculty members struggled to conceptualize student affairs staff as educators. Professors attempted to make sense of it by thinking about their own roles and comparing what they did and what they believed student affairs professionals did in their jobs. They began asking themselves questions such as "when are they teaching?" "Where are they teaching?" "What subject are they teaching?" "What qualifies them to teach?" For many it took a great deal of effort to gain even an initial sense of what students affairs staff meant by "educators."

Even one faculty member (M, UT, PS) knowledgeable about and supportive of student affairs had difficulty understanding what they meant by "educator." Resisting the idea, he explained that their work was not disciplinary-based. In fact, he reverted to a descriptor that student affairs staff at Crossroads considered to be one of the most scurrilous: "cruise directors." Then, in an almost apologetic tone, he began rationalizing how they could be conceived as educators:

> It's education…but I was thinking more of the academic sense, in teaching an academic subject. Certainly, I can see them as being life, or lifestyle, or life experience educators.…I was thinking of education very narrowly—academic education: sociology, engineering, math, differential equations…so maybe it's not necessarily academic education, in the sense you are pursuing something you need for a career, but certainly these are things you need to learn about to be happy or successful in living your life.…I guess it is a matter of semantics if you look at education in a broader sense, as a whole person, then I would call them educators.

As this professor talked, he began to appreciate how student affairs staff could also be educators. For others it was no easy leap, as exemplified by the comments of another professor (M, T, SS):

> I don't see it—I don't think if you asked a professor, I'm gonna guess fewer than 10 percent, if you say okay, quickly free association, that 'educator' would come up.…I guess my point is, and I don't mean to be too black and white about this, the question is,

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educating about what?…I just don't think that most faculty would, at quick glance, see people in student affairs as educators.

An academic affairs administrator (F) thought that the meaning of the word "educator" in the student affairs context was empty and simply a meaningless buzzword. She also applied an intriguing analogy when trying to explain her perspective on student affairs staff as educators: "I say your dog can be an educator too….Your dog can train you to do certain things. Anything can teach you; you can learn from anything." She wondered if student affairs staff really felt that they were contributing to students' intellectual growth. Another faculty member (F, T, SS) also seemed perplexed by the use of the word. One of her main points was that student affairs work was neither co-equal with nor parallel to what she and her colleagues were doing in academic affairs:

> I have no idea what they're thinking when they say that [they are educators]….There is learning that is going on by some of the things they do, and that's a pretty loose interpretation of the way I would use the word "educator." When one child helps another across the street, that's an educational experience, and that's how the word would be used in that context. That's not to say that's not valuable, but it's not academic. I think of that more like vocational training and that's okay but that's not the purpose of Crossroads. That's not the purpose of a selective institution, a liberal arts institution….That's not something that I view as co-equal with the education that I have to provide them, that gives them a set of intellectual reasoning skills that they can't acquire anywhere else.

Student affairs professionals' describing themselves as educators confounded some faculty whose definition of "educator" was predicated on the way that they defined themselves as educators. Professors resisted the term because they understood the role of educator to be narrowly defined and grounded in an academic discipline. A faculty member (F, T, HU) explained in greater detail the factors that distinguish faculty's role as educators from student affairs' and why faculty do not believe they should share this role. She explained that educators at the university were people whose expertise was based in a discipline, whose credentials qualify them to teach and research within their discipline, who go through a rigorous hiring

process where they are compared with others on the basis of their research and teaching abilities, and who, once on campus, go through a demanding peer review process to determine whether they are "worthy" of being at Crossroads. The provost shared yet another set of criteria—teaching techniques and evaluative methods—to distinguish the work of people in the two divisions. At its most basic level, student affairs staff could not be considered legitimate educators by professors who believed that "only faculty-taught courses are the learning component" of the university.

For faculty, the distinction between educating for cognitive/intellectual outcomes and social/emotional outcomes was significant. A key problem, as perceived by faculty, was that student affairs was inappropriately trying to align itself with academic affairs. Both of these points were addressed by an academic affairs administrator (M):

> It's a different side of the beast that they're educating. Where that rankles faculty, though, is that faculty think that what they are doing as being education. It's the disconnect between educating folks intellectually and cognitively, and educating them emotionally and socially. Student affairs folks do indeed do that, but what they have to be very careful about is recognizing that using that term, linguistically, is an attempt to create greater similarity and connection with academic affairs. That actually widens the gulf because that's the kind of thing that pisses faculty off.

Faculty were protective of the core mission of the university, which was education defined as cognitive and intellectual development most frequently facilitated through classroom instruction. What students learn outside the classroom was not perceived to be education, but rather "life" (M, AA, AD). At its most basic level, student affairs work was not considered educational because faculty were looking at it in terms of cognitive intellectual outcomes, not social and emotional ones.

Discussions about student affairs staff as educators provoked faculty to emphasize one of their Storm System Two issues, academic primacy, and the need for academic affairs to be

privileged over student affairs. An academic affairs administrator (M) shared the following

perspective on academic primacy:

> [Student affairs is] here to support the life of inquiry in the instructional program in any way they can….If, in fact, students services thinks of themselves as educators beyond that kind of support role, then it is a problem.

Faculty were fearful that students group faculty and student affairs staff together and feel that the

educational work of both divisions carries the same weight. Given that scenario, faculty and staff

would be in clear competition for students' time and attention. Faculty believed that student

affairs' encroachment into the educational core was an attempt to shift and broaden the

educational mission of the university and it threatened to change its identity. Other faculty

members explained that their most significant concern with student affairs being educators was

that they can more legitimately compete for financial support. As one professor put it, "to call

yourself an educator at the university is to make the assertion that you should therefore have an

equal voice in the allocation of resources" (M, T, SS).

According to many people in academic affairs, student affairs' contention that they are

educators directly influences the three Core Elements of the Crossroads Perfect Storm Model and

therefore threatens academic primacy and the intellectual climate on campus. However, some

faculty members believed that professors feel unnecessarily vulnerable "I would be willing to bet

it's insecurity on [faculty members'] part—they feel threatened, and they shouldn't feel

threatened. There is nothing threatening about [sharing the role of educator with student affairs]"

(M, T, NS).

<center>*Faculty Perspectives on Distraction*</center>

A faculty member (M, T, HU) introduced the issue of distraction by discussing its

relationship to institutional stagnation. He explained that there is a sense on campus that the

institution can rise to another level of potential growth and elevation in stature beyond where it currently stands nationally. He then said, however, that faculty members believe that the university has been unable to seize that potential to reach the next level because of the weak intellectual climate. The strategic planning process had allowed for professors to discuss and identify this as the root cause of institutional stagnation. He explained, for example, that the intellectual idealism of incoming first-year students was tarnished by a campus culture that focuses on Greek life and athletics in a manner that leads students to believe that "academics is one option among others." He was perplexed by how "actively and energetically" the university was supporting programs that he believed were "counter-intellectual." Part of the concern was that the line between academic affairs and student affairs was becoming blurred. Some faculty believed that students have a more difficult time distinguishing between and prioritizing academic and student affairs-related responsibilities because they are both presented as educational opportunities and the university is not clear enough about academics being primary:

> If it's easier for students to distinguish between [academic] requirements and the offerings from student affairs, that would be an improvement, so that students can be clear that these are the academic activities and the university consistently is telling me that those are the most important things that I should focus on. Then there are these other opportunities, provided by student affairs, that I can participate in—that I'll learn from and grow from, and they will be valuable—but they are in addition to, supplemental to the academic activities. (M, T, PS)

This professor believed that students are pressured by the campus culture to participate in non-curricular activities in order to be "well-rounded students" so that they can be competitive in the job market and graduate school application process. This has caused students to be confused with their prioritization of academics versus other commitments. According to many faculty members, everyone across the whole institution should instead make it clear that academics are

the priority. The institution must make it easier for students to recognize and keep separate their academic and non-academic lives in order to ensure academic primacy.

A faculty member (M, T, SS) who valued the contribution of student affairs to higher education nonetheless emphasized the importance of academics, lest the college be characterized as a country club rather than a place of learning:

> Every college student here is an intellectual being, an academic being, a physical, social spiritual being, and I readily accept and appreciate the complexity, but of those beings, the university has to care most about one of them, the academic being. Should we have gyms and intramurals? Yes, because the physical being is important. Should we have chaplains and chapels? Yes, because the spiritual being is important. Should we have students living together in dorms? It's very important when you think about social progression.…There is a beautiful social and identity maturation sequence that the university is supporting.

This professor acknowledged that the university was not going to design an experience where students live in isolation from each other away from distractions so that they can focus intently on their academics. He explained that professors are not in a position to address the increasing "psychopathology of students" and for that and many other reasons student affairs is critical. He did not feel that it was an either/or type of scenario where academics would have to be chosen at the expense of the out-of-classroom experience. However, he felt that it was a "matter of priority and degree." His caution was that, while student affairs is a valuable component to the university, it is "also the place, the division of the university, where we might look first to see how college as country club, college as booze cruise, is perpetuated."

"Country club" was not the only characterization articulated by faculty that was meant to capture their frustration with student affairs. An academic affairs administrator (M) expressed disappointment that while the university "looks and smells like a liberal arts school" student affairs' role has made the university seem more of a "theme park" as a result of programming that, according to an academic affairs administrator (M, T, SS) is "pleasurable but trivial." It was

easier for many faculty members to criticize student affairs' tendency to perpetuate the notion of the college as a "country club" or "theme park" than it was for them to see their contribution to intellectual development, critical thinking, learning about other cultures, and potentially augmenting the academic program.

Professors disappointed that the college was "drifting toward amusement as opposed to study" believed that student affairs was responsible for this drift because they were preoccupied with over-scheduling students' lives for "fear of allowing [them] free time" (F, AD). The perceived weak intellectual climate on campus is a function of students being spread too thin and not being sufficiently focused. Faculty resented the fact that students typically came into Crossroads feeling that college was a continuation of their over-scheduled high school lives. They "have not yet figured out how to balance their interest and involvement in clubs or Greek organizations or whatever with their ability to manage time in terms of their classes" (F, T, NS). The problem is further magnified because, according to an academic affairs administrator (F), the institution fails to communicate to students the primacy of academic life:

> [Faculty] see the institution as a place that does not communicate to students that academics are important….We're recruiting students who are already very social and active in extracurricular activities, and we're bringing them into an environment where there are lots of things to do, and we don't ever give them the message that the life of the mind should be their priority while they are in college.

Faculty and administrators believed that students arrive on campus and are presented a wealth of opportunities where everything is treated as equal "just pick whatever you want until your time is filled up." Students then "shortchange their academic lives" because they have commitments to other "legitimate activities" (F, AA, AD). Many students are thus missing an important opportunity to engage in a deeply intellectual experience. Such students are only grazing the surface of subjects they should delve into more completely:

Student affairs is an infringement on the academic mission….The level of student activities that students can get involved in on campus is kind of overwhelming….I get awfully concerned about that to the degree that for some students the academic aspect of the time they spend here is almost secondary….Students can't control their own urge to be involved and they have to learn how to temper that. This is a liberal arts school, but if I was a student, I wouldn't be satisfied with such a thin veneer in some subject matters I'd like to go deeper and you can't do that if you are trying to do everything else at the same time. (M, T, NS)

These problems are exacerbated by faculty members' impression that students are not as intellectually engaged as they would like them to be. They do not approach their academics with intellectual curiosity. Some faculty want to see students come into their offices just to talk about issues that students are curious about beyond class, but students are too busy for that type of dialogue. Instead, students go to see faculty to determine what they need to know in order to be successful in the course (M, T, SS).

The Symbols of Distraction

Faculty members identified three areas that symbolize the anti-intellectual nature of student affairs—athletics, Greek life, and new student orientation. In fact, in many conversations, faculty began discussing student affairs but ended up focusing on athletics and Greek life. These two departments, in particular, seemed to encompass and define the entire division. An academic affairs administrator (F) explained the way that these two programs undermined cross-divisional relations:

The problem is that the big showcase ones—athletics and the Greek system—have so aggravated and frustrated people that [academic and student affairs relations are] just in conflict now. I mean the faculty voted to disband the Greek system ten years ago, more than ten years ago. It's still here, and man is that a thorn in their side….And athletics…they see conflicting demands taking students away from campus, tremendous amounts of time….They are hard-pressed to see the good that's going on.

Athletics as Anti-Intellectual

For many people in academic affairs, athletics is the focus of student affairs: "[Faculty] look at student affairs as athletics plus a bunch of other stuff that they don't know much about" (provost). Another academic affairs administrator (M) made a particularly significant remark in saying that "the poison in the well is not so much the dean of students office; it's that the dean of students happens to be in the division that is also inclusive of the cancer [athletics]." The design and demands of the athletics program irritated faculty members because it diverted student attention away from academics. They believed that athletics diluted the intellectual nature of the institution. At the extreme, faculty felt that athletics could not function alongside Crossroads' intellectual environment without compromising students' academic life "Crossroads is either an intellectual place or it's a jock school, and there isn't a real understanding about how the two can co-exist" (F, AA, AD).

Faculty struggled to understand the expectations of the athletics program and the rationale that led students to participate in athletic events at the expense of their academics. They questioned whether the football team, for example, needed to leave at noon on Friday for a Saturday game and why classes could not be scheduled after 4:00 when most students do not have practice in the afternoons (F, UT, SS). They asked themselves, "Why do students have to leave on Tuesday night before spring break starts and miss three days of class?" Professors contended that in recent years, the "tone and intent of the athletic program had changed" in ways that further undermined the academic program. Many in academic affairs felt that students' academic interests needed to be protected (F, AA, AD) because "athletics is now giving lip service to the idea that the academic pursuits of their students comes first" (F, AA, AD).

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Several people in academic affairs remarked that coaches felt more pressure from their superiors and from trustees to win games. An academic affairs administrator (F, AA, AD) explained that "some of the coaches are anonymously saying to some of the academic deans that they feel in the middle"—between people who want their team to win and faculty who want the students to strike a better balance between academics and athletics. The coaches' focus on winning at the perceived expense of academics is a symptom of the campus fragmentation; people "see that their job is to make their own division as successful as possible" (F, AA, AD) without discussing with the broader campus community the influence of a particular division on another.

The lack of academic advocacy by coaches was particularly frustrating to faculty given the considerable influence that coaches had over their students. Professors thought that coaches more often undermined academics rather than supported it:

> For many students, their strongest connection with an adult is with their coach, rather than with a faculty member or an advisor or something, and so when that power figure or leader figure says something about, "well you can't have labs in afternoons because that's when we practice," students hear that and change their entire schedules. That is the wrong influence of sports and coaches on the academic life….I worry when students are encouraged not to take a course they might be interested in taking, or that might allow them to explore maybe even a new major, and they are told "you don't want to do that" because of the sports team. (F, T, NS)

The heightened conflict between academics and athletics was of particular concern because the long-time critics of athletics were not the only ones voicing dissatisfaction. The recent perceived shifts in the athletics program even led professors who were natural allies, due in part to their own intercollegiate athletic participation, to become increasingly preoccupied with and critical of the role of athletics on campus.

Greek Life as Anti-Intellectual

To some faculty members, the Greek system stands out as the first thing that comes to mind when they think of student affairs (M, T, NS). While many faculty members observed that athletics had changed in recent years to be a program that directly competed with academics for financial resources and student time, many felt Greek life was a problem because its values were opposed to those of an institution of higher education. Through the eyes of many faculty members, Greek life undermined the academic mission of the university. A long-time faculty member (M, T, NS) shared his perspectives on the unusual marriage between American higher education and Greek organizations:

> Let's go to the heart of the real problem: fraternities. The faculty is, for the most part, deeply disturbed by the role of fraternities on campus, and I don't think that the faculty believes that other portions of the university, whether it be administration or trustees, are working with faculty to create a healthy situation here. The faculty have trouble seeing how fraternities even belong on a campus.…Let's imagine that we are going to create something called a university, with appropriate academic goals. Let's see, what do we need? We should have some students, faculty, a library; we are going to have some administrators. I would never say, "Let's have social fraternities." It would just never occur to me! So this seems to be a historical accident that we're stuck with. I look at them, and I don't see that they do any good.

The Greek system influences the campus because it attracts certain types of students to Crossroads and changes them when they become acculturated to the campus. Professors believed that students at other schools are more motivated to engage in intellectual discussions than the students at Crossroads. Faculty members blamed Greek life for the "dumbing-down" effect on campus. The Greek system created and maintains a student culture where students focus too much on abusing alcohol, which, in turn, influences some students to transfer.

Faculty members' frustration with student affairs directly relates to the division's role in maintaining and perpetuating this "historical mistake" that erodes the academic program. As one faculty member (M, T, SS) stated, "[Unfortunately,] there are certain social priorities that people

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in administration or trustees have that are not questioned in terms of whether they further the general goals of the institution or the academic goals." Faculty pointed to several examples of student affairs-supported and coordinated events that should not exist. One example was House Party Weekend, which, as one faculty explained (M, UT, PS), was a period of time when "the entire campus shuts down, and basically you can't expect the students to get anything done because they are drunk from Friday to Sunday night." Another example of the anti-intellectual nature of Greek life was its selection process, which takes place at the very beginning of the academic year and competes for students' attention—attention that they should bring to new courses. In addition, some faculty struggled with the fact that student affairs was unable to create a viable alternative to Greek life, particularly one that helped more effectively to merge students' social and intellectual lives. Student affairs' support for Greek life and many faculty members' disdain for its existence created a point of contention between the two divisions.

Faculty members look negatively on student affairs because the division is defined by an overemphasized athletics program and an antiquated Greek system. Associating student affairs solely with athletics and Greek life hinders open-mindedness about the division and makes it easy for faculty to overlook the other areas of responsibility for student affairs. In fact, a senior student affairs staff member (M) felt that the perceived conflict between the divisions was not real, and was simply an excuse for faculty to vent their frustration with athletics and Greek life. He explained that faculty are not in conflict with psychological services or residence life; the conflict is with Greek life and athletics, but it gets transferred to the whole division, "those folks over there," because the trustees have put Greek life and athletics "off the table." Institutional leaders discourage faculty from contesting the direction and development of these programs. As

a result, "Student Life has come to represent those things that [faculty] can't talk about." In addition, the trustee support for these two larger entities further magnifies the problem.

New Student Orientation as Anti-Intellectual

New Student Orientation was a significant example of a university sponsored and student affairs coordinated initiative where faculty gained their insight and impressions about student affairs and its contribution to the institution. Along with athletics and Greek life, new student orientation was the third student affairs program faculty criticized for the way that it undermined the intellectual core of the institution. Professors described it using a variety of terms, including "carnival," "gamefest," and "amusement park." In addition, faculty characterized the student leaders who coordinate orientation as "cheerleaders." Faculty expressed concern that a "carnival" run by "cheerleaders" was the new students' first impression of Crossroads. An administrator (F) shared the following about orientation:

> Right from the beginning, students get the idea they're here to play and not to work. That has a really big impact….[Faculty are concerned when they] see students who are here within the first day and they are squirting each other with hoses and they have the bucking bronco out here.

Many professors echoed the following sentiment that orientation was inappropriately designed and competed with academic life: "Orientation has become a big, overpriced carnival, where students are doing a lot of things that they need not be doing. It drains funds from academics or other parts of the university, and it starts to send wrong messages" (M, T, SS). Many contended that orientation weakened "the highest levels of academic idealism that [students] will have in four years" (M, T, HU) by speeding the process that threatened the intellectual climate on campus. As one faculty member (M, T, HU) explained, "a general faculty perception is that Student Life is out to dumb-down the institution, and it begins with orientation."

Many professors maintained that orientation needed to be "drastically reconceptualized" to spend more time and effort introducing students to the academic experience:

> There's way way too much of a focus on finding your social group….I find it very hard to believe the arguments that have been given to me that they are so homesick in the first few days.…You need to make them understand the centrality of the academic mission, which some of them don't understand when they first get here, by putting more academic content into those first couple days and saying this is what this institution stands for, this is the real core. (F, T, HU)

Faculty perceived that orientation was an entirely student affairs-driven event and that they were not involved. One professor (M, T, NS) added that with "almost no faculty design, it's not what faculty would think about doing with students." If student affairs involved faculty, then perhaps orientation could shift toward a "climate of exchange and exploration of academic things" (F, T, HU).

Significantly, student affairs staff discussed how they have sought out support and involvement from faculty with orientation and have struggled to get widespread commitment. Asked how much of orientation was academic focused, a senior student affairs staff member (F) said:

> Academic affairs is integrated into New Student Orientation throughout the entire program. A reception for first-year students, their parents, and all faculty and staff is held on arrival day. Faculty are invited to attend the Class Dinner also held on arrival day. One faculty member is seated with seven first-year students as a way to offer a formal welcome to the university. In addition, we offer academic expectations sessions, individual college meetings, individual adviser and first-year student appointments, the first foundation seminar meeting, academic responsibility sessions, enrollment, a faculty speaker at Matriculation, and finally Convocation. Most of the cocurricular/social components of orientation occur between 9 p.m.-2 a.m.

When I asked this staff member why faculty perceived that orientation was all fun and games with very little academics, this person said:

> I don't think they've taken time to look at the schedule or understand what occurs during that time.…They see the inflatables, balloons, and they think that it's all fun and games

when in reality we're trying to promote community and help students get adjusted to the university. The program is a balance of academic, traditional, and social components.

Rather than having an inclusive conversation about student learning and all that goes into students' transition to college, people within the two divisions were talking as though they were competing for student time during that period. Faculty want students to attend to more academic-related initiatives while student affairs staff members want to ensure that there are sufficient opportunities for students to connect with each other beyond academic-related commitments. There was no comprehensive institutional dialogue about the design of orientation and how the program can most effectively introduce students to the Crossroads community in a way that reflects the values of both groups.

The Missed Opportunities that Contributed to the Perceptions of Distraction

Beyond athletics, Greek life, and orientation, two other recent initiatives proved to be missed opportunities, according to faculty members, because they weakened the likelihood of cross-divisional support rather than enhancing it. As a result, these initiatives contributed to the attitude that student affairs was distracting students from the academic mission of the university. These two missed opportunities are: 1) the student affairs proposed social issues/alcohol course and 2) the student affairs strategic planning document.

Social Issues/Alcohol Course

In the late 1990s, the dean of students, along with many of his staff members, was increasingly concerned with students' alcohol consumption. An escalating number of students were being transported to the local hospital due to dangerous levels of intoxication, and violent and unruly behavior was on the rise. The institution changed alcohol policies, and the dean of students felt strongly that first-year students should enroll in a social issues course during their first semester on campus. In the original course proposal, students would meet once a week for

the entire semester, and the goal was to cover a variety of social issues (e.g., sexual assault, alcohol abuse, community responsibility) that many students confront as they transition into a college community.

The proposal called for faculty and student affairs staff to work together to facilitate the class meetings, and student affairs proposed that the course be worth one credit (at Crossroads each academic course is one credit). This proposal met with a great deal of resistance from faculty, leading student affairs to redesign it several times. A senior student affairs staff member explained that the initial plan was rejected by faculty because it was perceived as "not academic enough," and they believed that it was an "outlandish suggestion" to have faculty, for example, leading a discussion on race in a classroom with 17 white students and one African-American student.

Given the resistance, during the year that I conducted the fieldwork, student affairs leaders reconfigured the course into a four-session program, led by student affairs professionals and covering only topics related to alcohol. The proposal stipulated that students who did not complete the course be penalized with an administrative hold on their registration. Nevertheless, faculty still viewed the class as an attempt by student affairs to step into faculty territory. It also frustrated faculty that student affairs did not propose the plan through the traditional governance process. The course in its several iterations was, according to faculty members, never vetted by faculty in the proper manner, particularly given that it was originally proposed as a credit bearing course and a graduation requirement. Faculty felt threatened that a "controlled and reasonable alcohol mini-course" would turn into Student Life playing a much more significant role in traditional teaching responsibilities, therefore occupying faculty territory (SA, SR).

Just as faculty resisted student affairs taking ownership over the term "educator," they also opposed student affairs choosing to use the word "course." In addition, they felt that the course itself dumbed-down the curriculum and would distract students from their academic responsibilities. The provost conveyed his perspective on the course and the missed opportunity to engage academic affairs in the design and discussion process:

> The faculty have adamantly opposed [the social issues course] in a knee-jerk sort of way. We've never been able to have a discussion about it because instead of setting out a plan for an open and constructive discussion of the issues, and describing where it is we need to end up, and then engaging faculty as a whole in some discussion about what approaches they think would be most productive, we have instead seen a number of proposals developed by student affairs without any contact with the faculty or academic affairs that are just presented as whole packages.…That has met resistance every time the faculty have needed to approve it because again they have not been involved in the discussion or come to the conclusion that this is necessary. It's just that the plan emerges and they're sort of told, "Here, sign it." There has been plenty of opportunity to put together a strategy to work together toward this end, but it's never happened.

Many people described the course design and proposal process as a missed opportunity for student affairs to engage faculty in a dialogue focusing on ways that student affairs could help improve the intellectual climate by addressing problems significant to all members of the campus community. Rather than helping to build bridges between the divisions, it contributed to the tension and frustration between academic and student affairs personnel.

Student affairs did not embrace the course development process as a chance to work together with faculty to improve the student experience. As a result, the initiative further eroded the relationship between the two divisions. It did not seem that student affairs effectively articulated to faculty how the course sought to improve the campus climate and ultimately support the academic program. Student affairs also did not appreciate faculty culture and traditions relating to process and implementation expectations. With weak lines of communication between the divisions, many professors became very sensitive to factors that

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they perceived were threatening their turf rather than consider how the course could help students perform better academically.

Divisional Strategic Planning

Similar to the work involving the alcohol course, the strategic planning document contributed to greater unease among faculty regarding the role of student affairs on campus. Many people in academic affairs thought that the document was too bold; an academic affairs administrator (F) said that it was "very ambitious, and very costly, and that makes people in academic affairs somewhat defensive because if we did everything in there, we're not getting any of the academic priorities." Faculty were concerned that, while there were words that expressed the view that academics was the priority, the proposal for the future of student affairs contradicted that notion: "It was written without a lot of ties with the academic mission, and almost in competition with and competing for the interest of students with the academic mission" (M, T, PS). An academic affairs administrator (F) said in frustration:

> Student affairs has lost sight of this whole goal of enhancing the academic mission, and has become a competition for students' time and their energy….It was a thorough, long-term huge plan that seemed in complete competition with any sort of academic [program]—I mean you could occupy a student all day long with that proposal.…This is just overwhelmingly aggressive.

A faculty member (F, T, NS) commented on how the document symbolized a missed opportunity:

> I was somewhat disappointed in the plan because it was a huge long list of 93 things without any sense of prioritization, so it didn't in that way seem at all strategic. I had hoped for a more focused plan from them….That would've been an opportunity to really present themselves very strongly to the faculty….The plan they came up with was scattered…and that's unfortunate, because that's precisely what they don't want to do.…[It] probably wasn't putting their best foot forward.

The apparent modesty of the academic affairs report, as expressed by several faculty members in interviews, bolstered people's perceptions that the student affairs document was

overambitious. It addressed the need for a 3-2 teaching load but did not offer any new ideas; it proved to be "meek" because it said that "basically we're gonna keep on doing the same thing" (F, T, SS). It did not propose an innovative and stimulating future direction for academic affairs and it therefore disadvantaged academic affairs when compared to student affairs' "ambitious" document. I asked the VPSA how he would respond to faculty members' concern and he stated candidly:

> Except for the assertion that it's too ambitious, I would agree with all of that. It was created in its own world; it was meant to be the best thinking we could do about that portion of the undergraduate experience here, the hope being that someone else or some other group of people was off in their own little world, doing the same thing with the academic program, and then we would come together and acknowledge that we couldn't do it all. We must come to some appropriate balance of things and adjust. I would argue that the level of ambition of the academic thinking wasn't ambitious enough, and that the student life thinking clearly appeared too ambitious by comparison. It's always been my experience in planning to start out thinking big, and pull back as necessary, but maybe that's just a difference in how one approaches planning.

The differing interpretations of how to proceed in the planning process reflects the fragmentation and problematic communication patterns within the executive group and the broader institution.

In the end, the document fueled faculty frustration regarding the role of student affairs because "it was not clear that the institution clearly placed academics as the top priority" (M, T, PS). A faculty member (F, T, NS) stated that the plan development process could have been utilized as a medium to begin an earnest dialogue about collaboration. It offered the opportunity to discuss potential connections and interest in "having a stronger, active, intellectual, cultural, artistic life on campus." According to many, that kind of coordination and discussion is critical to the future of the university.

<center>Factors Within Student Affairs that Limited the Division</center>

Faculty were not the only ones expressing frustration with student affairs operations. Many people within student affairs were discontented as well; many felt that student affairs

functioned in a manner that hampered the potential of the division and indirectly contributed to the perception of student affairs as distraction. The limiting factors that will be briefly presented here include: 1) student affairs' unclear mission and vision for the future, 2) the division's own fragmentation, 3) operations based on short-term rather than long-term goals, 4) the ineffective articulation of their expertise, and 5) the ineffective articulation of the educational process students are engaged in when participating in a student affairs initiative. These limiting factors, if addressed, could improve people's perceptions of student affairs and minimize the degree to which they see the division's work as a distraction from academics. These concerns emerged from conversations with student affairs staff members and focus on the operations of the Student Life subsection of student affairs.

Unclear Mission and Vision

A critical issue for the division was that student affairs, separate from athletics, was struggling with its identity. Individuals seemed to know what they wanted to achieve specifically in their own roles but did not have a sense of how their work related to the collective work of the division or the university. According to student affairs professionals, this uncertainty diminished the division's chance to position itself as a partner with academic affairs. To correct this problem and create a stronger identity, several people wanted to develop a clear mission statement for the division so that people across the division operated with a unified sense of purpose. A student affairs professional (F, ML) explained that the division gathers once a month to discuss what is taking place across campus but "we never really talk about what student affairs believes in as a division, and why we are all [at Crossroads]."

Even though student affairs staff spoke of the absence of a divisional mission, they acknowledged that there were guiding statements and documents in existence. The student

affairs division had a mission statement which was not readily accessible on the web; the re-accreditation self-study highlighted "11 major areas of current focus in student support at Crossroads"; the draft of the strategic plan for the division offered eight "underlying principles" that serve as the foundation to the plan; and, lastly, the Student Life segment of the division identified five overarching principles of the division and six overarching commitments to implement the principles. There were, in fact many words to describe the work and goals of student affairs, but division staff members still felt that there was an absence of mission and vision for the division. The words were on paper, but staff did not perceive that the leadership of the division, at multiple levels, was working intentionally to bring those words to life in the day-to-day operations of the university in a manner that would help guide decision making within the division. Internally, the lack of clear direction diminished morale, and, externally, it weakened the legitimacy of the operation.

Fragmentation Within the Division

Fragmentation within student affairs resulted from the absence of divisional direction, which was also fueled by the perception of student affairs professionals that the leaders of the institution and student affairs focused their attention on athletics and Greek life at the expense of the other less prominent Student Life departments. The absence of interest in the comparatively lower profile components of Student Life led to a general sense of disconnectedness across the division and made institutional fragmentation more apparent. An administrator (F, SA, ML) said that "everyone [in Student Life] seems to be in their own little orbits.…There isn't a lot of integration." People spoke of many missed opportunities because colleagues within the division were not collaborating on projects that could be enhanced by working together. Ironically, even

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as student affairs staff criticized the institution for operating too much in "silos," they similarly described disappointedly that their own division functioned in a similar way.

Short-Term Focus

A student affairs professional noted that the silo effect was, in part, fueled by the division's relationships within and beyond its boundaries. People were critical of a division that focused on mostly short-term goals. One administrator (F, SA, ML) said that the division "seems to be more problem driven, and immediate need driven" rather than planning for the future and seeking ways to address the needs of the students and help them perform better in the classroom. According to this person, the division was more reactive, which meant that staff members had "points of contact" with each other in order to address issues, but they did not regularly collaborate in a proactive and preventive fashion.

Several people corroborated this perspective, noting that the division favored being "reactive" and "punitive" rather than "proactive" and "positive." I observed this type of approach in the almost daily Dean's Advisory Group meetings, which included the dean of students and the assistant/associate deans of students who gathered about four days a week. Starting at 9:00 a.m., the meetings tended to last between 60 and 90 minutes. Having attended almost all of the Dean's Advisory Group meetings during the spring semester, I observed that the majority of the time, if not all the time in some meetings, was spent discussing and troubleshooting alcohol and Greek-related concerns. Even though the group included the people responsible for judicial affairs; residential life; Greek affairs; orientation, community service, and leadership; student activities; and multicultural affairs, the members spent significantly more time discussing only judicial affairs, residential life, and Greek affairs.

Members of this group periodically asked to shift the conversation away from reactive work to more proactive work. They wanted this group of division leaders to use the time to set goals, clarify the mission of the division, and start planning discussions that could then trickle down to their specific operations. Despite the fact that the dean acknowledged verbally the desire to work together on proactive thinking and planning, he usually relegated the proactive work to the end of meetings or postponed it in order to address the reactive work.

The format and content of the Dean's Advisory Group meetings appeared to reflect the way that the broader division operated. Many people articulated a sense of frustration over the absence of a uniformly agreed-upon mission and direction for the division, which led them to focus on short-term goals at the expense of long-term planning.

Ambiguous Expertise

An additional topic that emerged was the need for student affairs to demonstrate and articulate its expertise and the unique contribution they make to the campus community. A senior student affairs professional acknowledged that in the process of being "very reactive," they have missed opportunities to define their role within the campus educational context as a result of being "too dismissive of [their] own expertise" as it relates to students' education and overall development. A faculty member (M, T, NS) stated it simply in saying, "Crossroads has not been educated about Student Life."

The mystery of student affairs for faculty meant that they could not comprehend on their own the scope of student affairs work, see how student affairs influenced the broader institutional mission, appreciate how it fit into the educational model of the university, and comprehend how it could serve as a resource to facilitate their teaching. Two academic affairs administrators shared specific ideas about how student affairs could begin to educate the

university about its role and contribution to the institution. The first administrator (M, AA, AD) explained that he thought student affairs has over the years isolated itself and failed to form productive relationships with people across campus. Rather than trying to change faculty so that they could learn to appreciate student affairs, student affairs should change the way that it communicates and engages people across campus so that people begin to appreciate the division's contribution to the community. He felt that student affairs was alienating people by taking an elitist approach: "every other administrative group is different, and if you want to see yourself as different, you want to focus on those differences; you will remain different…and as you focus on those differences, you push others away and then feel more isolated." He emphasized that the process begins with individual relationships. If student affairs staff "think of 'the faculty,' [they will] see roadblocks all over the place," but if they "think of faculty member A and B, [they will] see that there's lots of potential." He elaborated on this point in saying that the division needed to focus attention on building lots of small bridges with professors instead of one big bridge with academic affairs.

A second administrator (M, AA) had similar advice but really attended to the division's need to clarify its expertise. He suggested that student affairs staff demonstrate to the rest of the university "why it's crucial for [them] to be [at the table]….Sometimes the best way to get your seat at the table is to have other folks realize that you need to be there." Demanding their own presence at the table strikes academic affairs personnel as "strident and immature." He felt that student affairs should instead work to develop an ethos where people evaluating committee membership, for example, would say, "How can we continue if we don't have adequate representation of folks in [the student affairs] division?" In order to get to that point, he explained that student affairs staff members needed to do two things: 1) "show folks in very real

ways how they contribute to the development of students and how they support the academic environment," and 2) demonstrate to faculty "that the work they do has direct impact on the ability of faculty to do their work." He concluded by saying that it needed to be clear to people how student affairs was helping to create environments that contribute to the intellectual atmosphere and students' ability to learn across campus settings.

The fact that student affairs needs to communicate its work better to faculty was not a foreign concept to them. In conversations with student affairs staff, several of them spoke of the need to overcome this hurdle. One interviewee (M, SA, SR) remarked, "We do well in our work, but I'm not sure how much the rest of the institution knows." He explained that the division did not have "a communication plan" for anything they did. At its most basic level, student affairs should re-examine how it promotes its work. Several student affairs professionals addressed the need to "market" themselves on campus more effectively so that people know what they do, why it is important, and how it contributes to the educational mission.

The Work: What vs. How, Outcomes vs. Process

If student affairs staff want to communicate information better about their role and contribution to the mission of the university, an important question should be answered—what should they demonstrate and communicate? Two student affairs professionals suggested that student affairs should rethink how it talked about itself. They proposed to move away from discussing outcomes and instead inform people of the educational process students engage in during their interactions with student affairs staff. Many faculty considered student affairs as mere service providers because they perceived that student affairs engages in a series of transactional relationships with students. Faculty understand the transaction that occurs when a student pays for housing and receives a room key; they know about the sanctions that students

receive when they violate a university policy; and they know about the concerts that students attend. However, little was known outside of the division of student affairs about the transformational and educational relationships that grounded interactions between students and student affairs staff.

A senior student affairs officer (F) explained that it is "in the process" that students learn about themselves and others—for example, the process that students engage in when addressing a roommate conflict with the Office of Residence Life; the challenging, yet revealing process, that occurs during a judicial meeting; and the process of navigating group dynamics when organizing a concert performance. An advantage in focusing on process is that it is consistent with the way that faculty at Crossroads explained their educational approach with students. There is great potential for mutual understanding across divisional borders if student affairs is able to demonstrate that the two divisions share similar educational priorities in their work with students. In interviews, faculty emphasized the importance of the "how" over the "what." For example, a professor (M, T, NS) spoke of the importance of process in saying, "Science in particular is a process. It's not a body of facts necessarily that's crucial; the crucial thing is the process." Many faculty view teaching and learning as being not only about the results on an exam or a grade on a paper, but, more importantly, about the relationship between the teacher and student and about their shared learning experience.

Two senior student affairs staff members outwardly favored a focus on process over outcomes and suggested that student affairs shift its communication. One exclaimed (F, SA, SR) that the Crossroads experience "is not about dissemination of information. If that were it, none of us would need to exist." She explained that students could easily access information on the Internet without interacting with faculty or staff. The Crossroads experience is more than that,

and student affairs staff's inability to communicate to people the educational process they are engaged in with students negatively influences faculty perceptions of the division. This senior student affairs staff member explained that she did not blame faculty for their misperceptions of student affairs because the only time they hear about that division is when it advertises programs or announces changes in policy. The goal should be for people outside student affairs to understand the educational process taking place behind the scenes. In the same way that the educational process between a student and a faculty member cannot be solely captured in the student's final grade, the role of student affairs and what it provides for the student body and the campus culture cannot be measured by the subject of an email or the text on a sign. Even though only two student affairs staff insisted on communicating the "how" and the "process," nearly all of the student affairs staff focused on the process when discussing their role on campus.

The question that naturally follows—how does one effectively communicate the process rather than the end product?—was answered by the Director of the Career Development Center, who described a recent experience to explain how the focus of the dialogue can be shifted:

> I had to give a presentation to the trustees and I had twelve minutes in November….What the hell am I gonna say? I've got twelve minutes, am I just gonna say, "we had 75 employers come this month," all outcome stuff. No, I don't want to do that because then they're gonna chew me up and spit me out because I didn't have 78….I wanted them to understand philosophically why we exist, and so I put a lot of time and energy into it, and I came up with this talk that was purely based on how I'm dealing with these two very different worlds [college life and professional life] and that because of this dissonance, this is why the Career Development Center does what it does through all these different programs.

She explained to the trustees the nature of the students they work with and the fact that they are a very structured group, the type of people who have largely "never been told to go out their back door and play until the sun came down, make up their rules, and resolve their conflicts when fights arose among them." These are students who went from one organized activity to another

and did not participate in unstructured play. Yet the challenge for her staff is that in seven to ten interactions they need to:

> Introduce them to a world that has no structure. They've been told that when they do "x" they're gonna get "y," and if they do "y" they're gonna get "z," and establishment has told them to do these things. They've been rewarded by establishment….And here they are about to enter a world of work that has no structure.

She explained to the trustees that the students' linear approach to their lives no longer applies to the world of work because there is no clearly identifiable career ladder. They also need to educate students on the fact that this non-linear life beyond college depends on strong communication skills. The Career Development Center plays a vital role in helping students transition to their lives beyond college.

The director expressed enthusiastically that the short gathering was "a *huge* success" because it helped people understand and respect the work of her office; they began to appreciate the process. She admitted that there is great temptation to "just throw up a bunch of statistics or a PowerPoint saying, 'this is what we're doing,'" but that kind of presentation misses the opportunity to talk about the educational and transformational component of their work. These types of conversations with faculty are pivotal to the future of student affairs so that faculty know what student affairs staff do, how they do it, and how they contribute to students' education.

<div align="center">Summary</div>

This chapter presented academic affairs' main criticism of student affairs: the perception that student affairs is distracting students from the academic mission of the institution. Faculty described a variety of programs (i.e., athletics, Greek life, new student orientation) that symbolized anti-intellectualism, and initiatives (i.e., alcohol course, divisional strategic plan) that appeared to faculty to undermine the academic mission. These programs and initiatives represent

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missed opportunities to develop cross-divisional relationships. There is an interesting irony in the fact that student affairs emphasized their role as educators and the fact that they want academic affairs and others to respect that identity, yet academic affairs perceived them to be undermining the educational program.

Some of the reasons for the incongruity between how student affairs staff describe their role and how others perceive them can be linked to the topics covered in the latter part of the chapter, where I shared the thoughts and perceptions of student affairs staff regarding the ways that the potential of their division was limited (i.e., unclear mission, internal fragmentation, short-term focus, and unclear expertise). In the end, the sentiment shared by many in and out of student affairs was that the division needed to do a better job of telling their story and describing to people across campus how they help to advance student learning and contribute to the mission of the university. There are potential natural links between the ways that faculty and student affairs staff approach their work with students, but there needs to be dialogue in order to capitalize on those commonalities.

CHAPTER NINE
THE CRITIQUE OF ACADEMIC AFFAIRS' ROLE

This chapter examines the broader themes within academic affairs that fellow faculty and student affairs staff described as important to consider in the process of building a foundation that supports partnership. I divide this chapter into three parts that relate to the Key Criticism that student affairs staff and faculty shared regarding the role of academic affairs. The first section presents perspectives on the role that faculty play in students' lives outside the classroom. I then explore the direct and indirect influences that faculty have on the intellectual life on campus and how they can help shift the climate. The final section introduces the voices of faculty who showed greater support and understanding for the work of student affairs staff. Many believed that these allies have the potential to help begin the necessary cross-divisional dialogue, but their voices need to be heard.

The Key Criticism, "Academic affairs should play a larger role in influencing student life outside the classroom," is presented in the Perfect Storm Model to highlight it as the main theme emerging from conversations with student affairs about academic affairs. Consistent with what was stated the beginning of the last chapter, the cross-divisional tension related to each divisions criticism of the other adds to the Storm System forces that act on the Core Elements (see Figure 23).
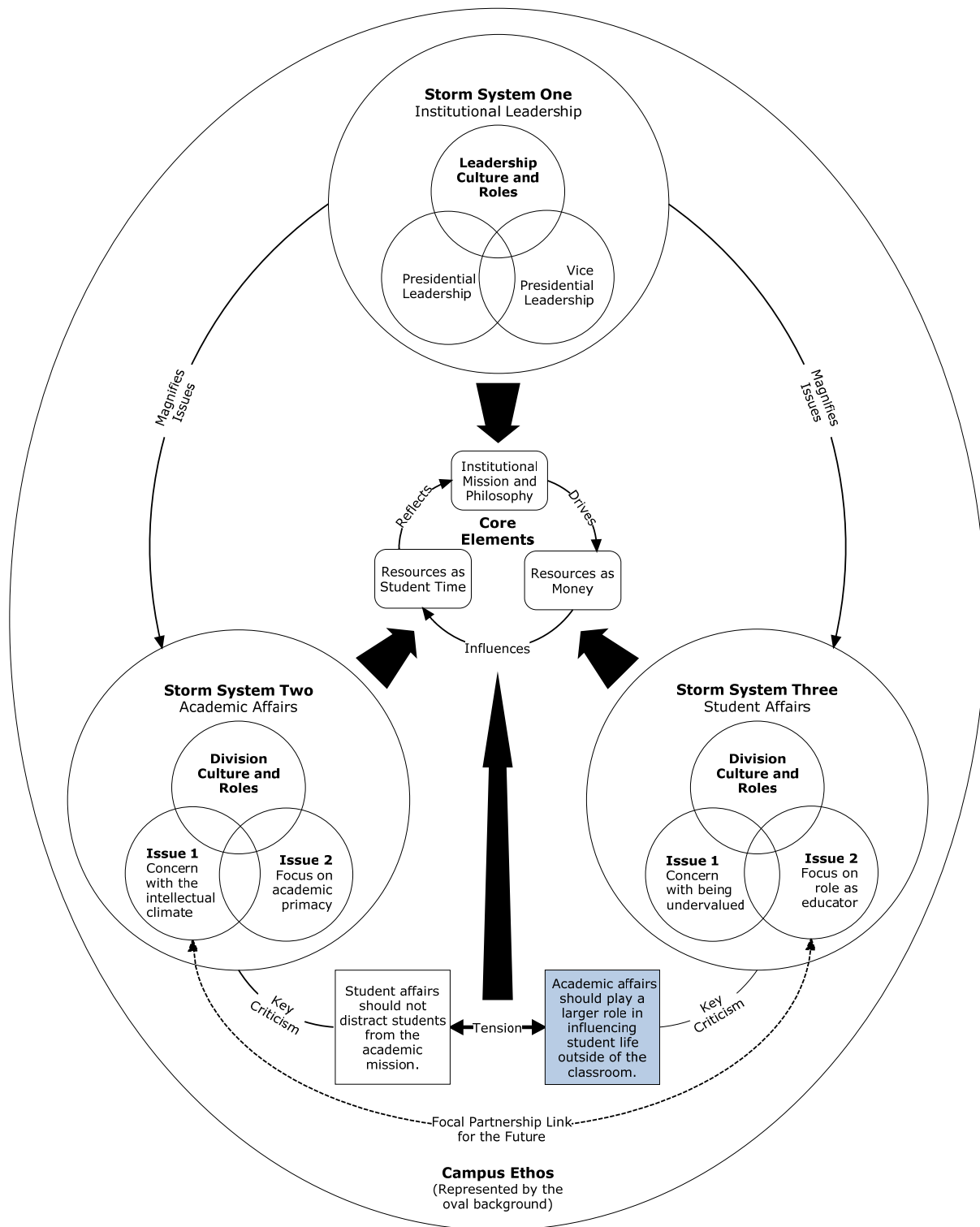
Figure 23. The Crossroads Perfect Storm Model – Student Affairs' Key Criticism Highlighted. The figure depicts student affairs' key criticism of academic affairs, which is linked to the cross-divisional tension and is a contributing factor to the forces acting on the Core Elements.

Faculty Involvement Outside the Classroom

Student affairs staff described the faculty role in the classroom in a way that was congruent with faculty members' self-described roles, but student affairs staff were critical of faculty members' limited involvement in students' lives outside the classroom. A senior student affairs administrator remarked that he has been surprised by the limited relationship between faculty and students at Crossroads; he "would have thought that the relationship with faculty and students out of class would have been closer." Student affairs staff called for faculty to be more engaged with students outside the classroom because that engagement would show students that faculty valued students' whole experience. Many faculty members also shared this perspective and wanted to see the university leadership demonstrate that they valued professors forging connections with students beyond the classroom.

A senior student affairs professional (F) stated that she wished that more faculty recognized that professors play a crucial role in students' overall development. Student affairs professionals were frustrated by the fact that the majority of the faculty did not appear to value being a part of students' experience outside the classroom "where life is lived" (M, SA, ML). For most student affairs professionals, there was insufficient evidence to show that it was a priority for faculty to create opportunities for personal non-academic engagement with students.

Several student affairs staff members acknowledged that not all faculty necessarily feel comfortable connecting with students outside of the classroom. It is not something that everyone is willing and interested in doing, but there was a strong sentiment that it should be happening more often. Holding positions of influence, faculty members have the opportunity to make a difference in students' lives through the many teachable moments that they can potentially encounter in the small college environment. The student affairs staff and faculty who valued the

link with students did so because of their belief that adults could have a positive influence on the lives of traditional college-aged students.

Mentorship and Tribalism

Student affairs staff and some faculty asserted that the core value of their out-of-classroom connection with students involves mentoring. Many expressed the view that academic and student affairs should be working in concert to develop opportunities for those connections to take place. While people used the term "mentor" to articulate the need for greater student-adult connections, some student affairs members went beyond this to discuss the idea of the "tribe." A student affairs staff member (M, ML) explained it in the following manner:

> The clan or the tribe has been the evolutionary vehicle that has gotten humanity through the millennium and part of the tribal experience is the intermingling of generations where the very old, the old, the young adults, and the children all live in a much more intimate milieu—so that milieu is the breeding ground or the essence of how we have evolved. I mean, the genetic sort of structures of our body, of our anatomy have taken place in this tribal milieu.

The problem, as he described it, is that for the past 10,000 years, "we have slowly but surely been denying our evolutionary heritage" by becoming increasingly independent, emphasizing the idea of the individual rather than the collective, tribe, or group. As a result, "our culture is forgetting how to live in a community."

This concern for the loss of community and intergenerational connectedness relates back to higher education because he felt that colleges and universities were some of the few institutions left in modern society that can "morph themselves" to accommodate the increased need for community. He explained how the tribal approach changes the relationships on campus:

> When we have issues like alcohol, like drugs, like abuse of sex, or however you want to say it, it's not [students'] problem—it's our problem, the elders' problem—and we are not doing enough to relate to them in an honest humane and human way. The stuff that we do time and time again, you know, alcohol awareness week, sexual assault awareness week, depression awareness week, is not doing a thing and does not really impact

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behavior; it doesn't change lives. But you relating to a young person, you giving a young person the time of day, you working on a Habitat for Humanity project, you being a scout leader, a Sunday school teacher, those are the kinds of things that are going to build community; those are the kinds of things that are going to help young people.

He emphasized in his explanation that traditional-aged college students are at an interesting time of their lives because it is not until their mid to late 20s that they develop the capacity to make intelligent decisions about their behavior and to understand fully the consequences of their behavior. Many people ignore that they are "works in progress"; many faculty and administrators say that students are young adults and should take responsibility for their own lives, but this student affairs staff member underscored that they are not young adults—"they're incomplete adults." They become "complete adults" through the close relationships developed with "caring elders nurturing them, helping them, [and] being with them." This is what he believed society is getting farther and farther away from, but what the college or university has the ability to resurrect.

This student affairs staff member provided an example to illustrate an interaction and relationship that should be common if the university committed to a focus on community and tribalism. The example involves a student in a class that this student affairs staff member taught:

> We were having breakfast one morning, and my wife was reading the paper, and she said, "Do you know Robert Smith?" And I said, "Yeah, he's in my class," and she says, "He was arrested this weekend for public urination." I said, "You've got to be kidding; I know that kid." I mean, that surprised the hell out of me. So after class, the next day, I said, "Hey Robert, I've been reading about you in the newspaper." Well he turned around, and I thought he was going to faint right there; you know, his face got real pale and then you could just see that his face turned bright red…I said, "Why don't you stop by the office, and let's talk about it." So he just came down and you know, it was his second week of his college career and we just had a heart to heart, a ten minute chat—I can't remember exactly what I said but you know, "this could be the start of something that could really adversely affect your life."…He has recalled that experience to me—he's graduated now, but on numerous occasions he has recalled that—so somehow it had some kind of an effect on him—ten minutes of my time.

He and many of his colleagues want the campus community to aspire to be a tribe where the older people and the younger people would be "perpetually interdigitated." The other student affairs staff member (M, SR) who mentioned the tribe concept expressed concern that it was too easy for students to go through the Crossroads experience without developing a personal relationship with a responsible older adult. Another staff member (F, SA/AA, ML) voiced the same concern, saying that students may not have a transformative experience at Crossroads without a significant adult role model in their lives. She went on to describe that through shared out-of-classroom experiences meaningful connections can be formed:

> [Working together on service projects] students get to see faculty outside of their role of just teacher; they get to see them as human beings with families and values and identities outside of being the classroom lecturer. And faculty get to see students as whole human beings, and not just folks who are filling out multiple choice tests or submitting papers. [This is important] because in today's culture so many young people do not have good models for how they could choose to live their lives, and it's a culture heavily influenced by their peers, and they could benefit by some cross-generational interaction.

This staff member emphasized that student affairs staff cannot provide this out-of-class mentorship to all students, nor should they. All elders on campus, particularly at a small residential liberal arts college, should be actively engaged with the student population in their everyday lives beyond the classroom.

Several student affairs staff members, when considering the faculty role on campus, hoped that more faculty members would make themselves available to students as mentors and friends. A student affairs staff member (F, SA, ML) suggested that "many students need somebody in their corner." Several people within academic affairs, in describing their own experiences with students, also addressed the importance of developing the close connection:

> I've always made it my policy to take an interest in [students'] lives. They tend to be more interested in my course and in me when I show more interest in them….It's about showing regard for one another, and students want to know that faculty care about and respect them, and that's what I try to do in my interactions, and many of my colleagues

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do. Some, though, tend to say that my job is to educate you—I'm not fundamentally interested in all that other stuff—and those are the people that tend to be most vocal about "that doggone student affairs." (M, AA, AD)

Thus far in this section, student affairs staff used "tribalism" and "mentor" to describe the type of interconnectedness that should be developed between students and adults on campus. A few faculty members also respected the significance of forming bonds with students, and they introduced a series of other descriptive phrases to characterize their role within the campus community. One professor (F, T, SS) remarked that "[students] view me as a *stable adult presence* whom they can consult and who will not betray their confidence." Another faculty member (M, T, NS) said that "[faculty] are *stewards*—there to help [students] make their own decisions but at least give them or show them what roads that they can go down, being from a personal or academic point of view." A third professor (M, T, SS/PS) described his role as a "*transitional adult figure*" in students' lives:

> They come here, sort of leaving their day to day interaction with their parents and coming here and getting their feet wet in adult life….They have more personal responsibility for how they conduct their lives and they're beginning to really interact with adults as adults and part of that is in their interaction with each other….[With their parents], it's not an adult relationship because you really are the kid in the context of that relationship, and so there is a need for adults that students can interact with as adults but at the same time they aren't all the way yet. It is a transition process that they're in, and so there is a need for some security in that process….No matter how much we might talk about students' being adults, they're really adults in transition and so in many ways they're adults still learning to be adults, so there is a need for these trusted adults in your life who you know have your best interests at heart…but are not your parents….We're socializing students into the adult world…and socializing them into academic life.

These faculty members highlight the importance of providing a community-based support network with their students as they develop into adulthood.

The core goal in higher education is student learning; those who valued mentoring focused on it as a method to enhance the learning process. While explaining the value of faculty-student interactions outside of the classroom, a faculty member (M, T, SS/PS) contended that the

in- and out-of-classroom experience, when woven together, enhances student growth. A central part of the educational process at Crossroads is the intellectual development achieved through the traditional classroom experience, but beyond that students mature and learn about themselves and the world outside of Crossroads, partly through conversations and relationships with faculty. This professor explained that there are lessons that can be learned through these relationships, where teaching and learning are reciprocal, that cannot be taught in the classroom. He emphasized how important this type of learning was, saying that it is "every bit as important as the traditional classroom experience," yet he acknowledged that "it's more elusive, it's less tangible, [and] it doesn't happen from 9 to 10 Mondays, Wednesdays, and Fridays." At a place like Crossroads, he contended that faculty members must be having these types of interactions with students if they are really doing their jobs.

Faculty Members' Direct Influence on the Intellectual Climate

The single most significant issue that faculty members articulated was their desire to enhance and preserve the intellectual climate on campus. As noted earlier, that was the most salient issue at the faculty strategic planning retreat, which took place during the 2002-2003 academic year. Accordingly, the topic wove its way into most conversations with faculty, who frequently named student affairs as the cause of the anti-intellectual climate on campus, yet who did not provide ideas about their own role in changing the climate.

Few Solutions from Academic Affairs

Professors expressed a fundamental concern that the university was losing its brightest students, who often transferred due to the anti-intellectual social life on campus. Despite the preoccupation with this issue, it was intriguing that faculty wanted to de-emphasize, for example,

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athletics and Greek life, but they did not go the next step to discuss alternatives. As one faculty

member (M, T, NS) explained:

> It's this kind of sour grapes crap—don't let athletics get too big; don't hire more Student
> Life people—I don't see anybody doing anything else except saying I want a 3-2 teaching
> load. It is a little disappointing to want to proudly proclaim yourself a member of a group
> which often acts collectively in a very sort of narrow-minded and short-sighted way, and
> our faculty often does. We want to know why faculty governance isn't worth a poop; it's
> because it's always that. It's always trying to say we shouldn't have an athletic
> program—we shouldn't this; we shouldn't that—and they never really show what we
> should be doing.

Many senior faculty members spoke positively about the past and the fact that faculty and

students used to have more opportunities to connect on an informal basis. An example is the

"fireside chat" that symbolizes the type of non-curricular opportunity that used to bring students

and faculty together. While the intellectual climate was a concern, professors were not talking

about creating new opportunities, such as a modern form of the fireside chat, to engage students

intellectually. One senior faculty member (M, T, SS) shared his perceptions of the difference

between the past and the present at Crossroads. He specifically addressed the unlikelihood of

innovative ideas emerging from faculty because the university no longer gave faculty "an

invitation to be entrepreneurial." In the past the university leadership and faculty colleagues

celebrated people's efforts to start programs or pull people together to discuss exciting new ideas

for the institution. When the university does not foster a climate where people are encouraged to

be inventive, people tend to focus on the problems rather than considering solutions.

Both student affairs staff and faculty expressed the need for professors to assist in

changing the climate. Interviewees argued that faculty should look beyond their classroom to

influence the student experience, because the climate could not change by simply changing the

way that student affairs staff did their work. Many people contended that this was a critical

component of the partnership. Together, the two divisions could enhance the student experience

on campus in a way that reflects the mutually agreed-upon values of the university community.

Moving Toward a More Intellectual Climate

Several faculty members affirmed that students' first semester is a pivotal period when

the two divisions ought to work together to capitalize on students' intellectual curiosity, while

socializing students to the campus culture. If the university were to encourage students to

diminish their focus on student affairs-related experiences, it would leave a void, and faculty,

according to many in student affairs, would then need to play a role in helping to fill such a void.

One student affairs professional (F, ML) shared a story of a student who wanted to see the

intellectual climate change on campus. As someone who came in wanting an intellectually

focused experience and did not find it, he "fell into the fraternity role" as a default alternative

and complained about it:

> The student said, "Well, I've just given up on [the intellectually focused experience]. I'm just going to be [a fraternity member]; this is what I've decided I'm going to be for college." He was going to transfer and then decided to stay and said, "I'm just going to take on this role and be this…because this is what's easier to be at Crossroads." It's harder to be that, that other thing, that person who starts a fireside chat…But then we had a reading night down at the town hotel….He came up to me and said, "This is what I came to college for. This is the kind of thing that I don't see here that I want to see more of."

The student affairs staff member, however, expressed optimism that the campus climate could

shift toward greater intellectualism if more opportunities like the reading night just described

were available to students. I heard people across campus state that if faculty members want to

diminish the emphasis on Greek life, they should embrace their role in producing an alternative

that will help transform the campus culture.

People in and out of student affairs suggested that coordinated attention on the

intellectual climate required people to agree to shift to a student-focused model and away from

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what people described as the faculty-focused model. This was best described by a vice president (M) who recalled a student talking about student-centeredness at a strategic planning meeting. When the group could not quite agree on their direction, this student on the committee stood up, drew a diagram, and spoke about student-centeredness "she was presenting this concept of having the students in the center and the five divisions coming together to support that student." Following her description the response from faculty members was "awful." They interpreted student-centeredness to be "coddling and accommodating." The discussion was very revealing to the vice president because it highlighted for him the extent to which faculty see themselves at the center of the university. It concerned him that some of the faculty leaders on the committee resisted sharing the center with students. People on campus wanted to challenge faculty to look beyond their own experience—their discipline and their department—to focus more broadly on the campus community and their involvement in the student experience. Faculty should be asking themselves what they could do individually and collectively to enhance the educational climate.

I asked people from both divisions about the apparent absence of dialogue or planning for more intellectually-focused initiatives to enhance the climate on campus. Many expressed frustration that there was no broader institutional commitment. Some people, in their own ways, addressed this with their students. One engineering professor (M, UT, PS) worried that faculty have become too discipline-focused and with that the university was losing its ability to help students develop broader intellectual maturity. He observed that most students "don't pay attention to the intellectual side of their four years" at Crossroads. They talk about dividing their lives into three activities: "they have academics, go to class, take exams; then they have their clubs; then they have their athletics, whether it's organized or it's just for the fun of it." It

worried him that students graduated from Crossroads without really focusing on their broader

intellectual development beyond their discipline(s) of choice. He discussed how he found a way

to make a difference in this area by weaving music appreciation into his engineering courses:

> Here I am in engineering talking about music; do I have any credibility in music from an academic standpoint? None whatsoever, but I love it….One of the things I do with my engineering classes is I give them extra credit….If they participate in music activities by going to concerts and they bring me summaries, they get credit. They get one point on their quiz grade. It's not very much, but it's amazing how many people are encouraged to do that. Usually what I do is I tell them ahead of time what the program is going to be, and I also play music for them in class, and I make the music available to them afterwards….I may be the only faculty member who does it….We are so lucky to have the performing arts center—this is world class stuff; this is Carnegie Hall kind of stuff….We don't take advantage of it. The kids don't go to it. The faculty are not enthusiastic about it.

It frustrated this professor that he did not hear institutional leaders and faculty advocating for

students' intellectual development and the need to take advantage of the exceptional resources on

the campus. He talked about the great potential in Crossroads if the right leader with ideas and

energy came to Crossroads to harness all that it has to offer.

Several faculty envisioned a campus with greater connections between faculty and

students. That participation would create the relationships that help to cultivate the intellectual

interest that would transform the culture:

> You could always wish for, as a faculty member, greater intellectual curiosity and more intellectual exchanges on the part of students—part of that is our responsibility to see that intellectual curiosity is stimulated, nurtured, postured so we have to look to ourselves…we have to make learning inspiring and interesting and stimulating, and we could probably be doing a better job at that. (M, T, SS/PS)

Another faculty member (M, T, SS/PS), fed up with colleagues complaining about the student

culture on the faculty forum email list, told me what he said when he finally decided to respond

to a posting that criticized the student culture:

> Well, if you aren't happy with the student culture on campus, then the best way to change it is to play a more active role in it. We could have a more intellectually-oriented student

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culture if faculty were more actively engaged in it. When it comes right down to it, I don't think they're real eager to be more involved in students' out-of-class lives.

There are many ways that faculty can positively influence the intellectual climate, but one particular missed opportunity discouraged a vice president (M). Astonished, he explained how few faculty showed interest in embracing the chance to work with the "top students" at the university. Crossroads' Presidential Fellows Program identifies approximately 25 of the top students who then are provided an intern experience on campus, an opportunity for students to connect with faculty and to have "an extra touchstone" at the university. Unfortunately, there have not been enough faculty members interested in working with a Presidential Fellow, so the intern experiences have extended into administrative areas. The students who did not find positions with faculty went on to work in other areas of the university such as student affairs. This example demonstrates how student attention can indeed move from academic-based initiatives to student affairs led opportunities. If faculty do not engage students beyond the traditional framework of the academic course, there will be a void that needs to be filled. In the absence of faculty-coordinated intellectually stimulating opportunities outside the classroom, students will turn to different types of opportunities that the campus offers, and some of the most visible out-of-classroom offerings are coordinated by student affairs.

Students have lives beyond their classes and their coursework; faculty members should not expect that the intellectual climate that they long for will happen naturally. As a result, faculty members need to play an active role engaging in the broader campus life to design student experiences and connect with students beyond the curriculum. From a leadership perspective, institutional structures and policies should reflect that the institution values faculty-student contact.

Out of Classroom Engagement as Service

According to several faculty members, how they perceive their service responsibilities influences whether or not faculty members are involved with students outside the classroom and engaged in broader institutional dialogue about transforming the intellectual nature of the university. The role strain and role conflict that define the modern professor's experience require faculty to prioritize effectively. They constantly evaluate how to use their time most efficiently by balancing teaching, scholarship, service, and their personal lives. Many felt that service was undervalued and insufficiently rewarded. One faculty member expressed the following view about service: "Service for all practical purposes has been meaningless; it's necessary, but not looked at. I've sat on departmental review committees, university review committee, and it's almost a joke; it's a box you check off—did you do it? *Yes*!" (M, T, NS). Another faculty member (M, T, SS) believed that devaluing service has significant implications on the type of experience Crossroads provided its students:

> If you don't define the service component substantially, it won't be taken seriously if you really understand that it doesn't count for anything….Here is an institution that has told people that it doesn't matter—time with students, going to lunch with students, a session with students, going to a four o'clock seminar with students out of class, inviting students to dinner, going on field trips, spending weekends out of town—those are costs to you that you get no return from. So now you've *redesigned* the value structure of the perceived role of a faculty member at this private liberal arts institution.

The faculty experience at Crossroads, some believed, was not very different from that of a large state university. The college has lost sight of the fact that the richness of the experience comes from the faculty-student connections. The professor quoted above felt that the university establishes "expectations of young faculty that they don't have to have any encounters with the students." He argued that the institution has evolved to a point that the connections with students are not important: "It's okay not to [connect with students], because [faculty are] busy and have

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to publish." The essence of this faculty member's argument (and that of most student affairs staff and many other faculty) was that the intellectual climate can only be improved by asking that faculty members take active roles in designing the future of the campus beyond what is strictly the discipline-based curriculum.

Given the structure of the modern university, the shift in campus culture cannot be accomplished solely by student affairs, or academic affairs, or through a declaration by the university's upper administration. These three bodies need to work together to act on what I have identified as the conceptual model's Core Elements—institutional mission and philosophy, resource allocation, and the ways that students use their time (i.e., student engagement opportunities)—to alter the intellectual climate. Given the influence of the faculty reward structure, many faculty suggested that the definition and value placed on service needed to be re-examined.

The Faculty's Indirect Influence on the Intellectual Climate

Professors can affect students' intellectual experience through individual and programmatic contact with students inside and outside the classroom. They can also indirectly influence the way that students balance their time and commitments. Interviews and participant observation settings introduced me to a series of seemingly unrelated topics that, according to some people I spoke with, were in fact connected in the way that they alter the intellectual climate. The following variables are involved:

- Student evaluations of teaching
- Academic rigor
- Grade inflation
- Student discretionary time
- Student involvement outside of the classroom

Faculty expressed frustration with the imbalance on campus between students' academic and out-of-classroom activity focus, which they interpreted as student affairs' distracting students from their academics. The proposition is that the growth in student affairs and its programs are, in part, influenced by the demand for cocurricular or extracurricular activities as a result of factors within academic affairs' purview (see Figure 24). The elevated demand is due to these factors combining to create a less rigorous academic program that gives students more discretionary time.

First, faculty compromise academic rigor because they believe that student evaluations of teaching are the focus of the tenure/merit review process, and professors adjust their actions and expectations in their classes in order to receive favorable teaching evaluations.

Second, this shift in behavior, while seemingly minimal when looking at the choices made by any single faculty member, collectively produces an educational program that is less challenging for students and is one of many symptoms that lead to grade inflation.

Third, students' see that they can earn the grades they are satisfied with while still having time to be widely involved in both structured and unstructured activities beyond academics.

Fourth, students having more discretionary time leads student affairs to create more opportunities for students to be constructively engaged in the campus community in order to minimize potentially harmful and dangerous activities that negatively affect individuals and the campus community (i.e., alcohol binge drinking).

Fifth, the result is a campus climate that frustrates academic affairs personnel because they perceive that students are being drawn away from the academic program due to student affairs offerings.

Faculty Influence

Emphasis on teaching evaluations (tenure/merit) → Faculty diminish rigor for better evaluations → Grade inflation

Student Choice

Students satisfied with grades while doing less work → Students have more discretionary time

Student Affairs Action

Student affairs develops more for students to be engaged in on campus

Faculty Frustration with Student Affairs

Student affairs is distracting students from academics → Weakened campus intellectual climate

Faculty influence on the campus intellectual climate

Figure 24. Faculty Members' Indirect Influence on the Intellectual Climate. The figure depicts the relationship among faculty-influenced factors that contribute to students' increased discretionary time and subsequent increase in student affairs' role on campus. Student affairs' growth frustrates faculty because they perceive that it weakens the intellectual climate, yet faculty play a role in influencing the factors that contribute to student affairs increased role in students' lives on campus.

In the same way that many faculty spoke about student affairs' need to evaluate the degree to which they distracted students from their classes, student affairs staff and fellow faculty argued that academic affairs should consider ways that they may be indirectly and unintentionally undermining the intellectual climate on campus.

Several student affairs staff members supported faculty interest in wanting students to find a better balance between time they spent on coursework and other commitments. A senior student affairs staff member (M) suggested that the way to change how students spend their time is to "expand the demands of the academic program—make it harder." He explained that the academic program was not rigorous enough and that grade inflation was a part of the problem. A colleague (F, SA, SR) exclaimed, "Students can get away with a limited number of hours in the classroom and on homework outside the classroom and still have an average GPA of 3.5 or above." Another senior student affairs staff member (M) recalled a recent conversation with a group of juniors where they talked about not being challenged:

> We were at a meeting yesterday with all the officers of the junior class, and we talked about the impact of downtown, the impact of alcohol, the impact of classes, and they just stood up and said, "we are not challenged;" "it's not that hard"….They admit it's not that academically challenging.

This staff member was frustrated that faculty complained about all the students going out on Wednesday nights and then going to class on Thursdays with hangovers. His response was, "Well then do something about it." He suggested having more classes on Thursdays as one of many options, but rather than try to influence the student culture, faculty find it easier just to teach at ten o'clock or eleven o'clock and avoid Thursday morning classes. Several people in student affairs emphasized that if faculty are disappointed with the way that students spend their time and want them to be less involved in non-academic commitments, then faculty need take action and accept some of the responsibility. A senior student affairs staff member (F) contended

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that faculty members "have control, immediate control, over changing the way students spend their time by being more demanding in terms of grades and attendance."

Following the perceptions expressed by student affairs staff above, I now share a series of faculty and academic affairs administrators' perspectives that provide some insight into the faculty experience and some of their motivations and beliefs that influence the student experience. Their contributions are divided into segments that relate back to Figure 24.

Student Evaluations and the Tenure/Merit Review Process

Faculty and administrators explained the various materials that are part of their portfolio for the tenure/merit review. Despite the fact that they are evaluated on teaching, scholarship, and service, a professor stated that at Crossroads, the tenure/merit review is "almost entirely based on student course evaluations…[and] is the main evidence that one presents when you submit your review dossier" (F, T, HU). The provost confirmed this perception in describing his impressions of the process:

> In truth we have for all intents and purposes, a portfolio evaluation because every faculty member's dossier includes examples of exams and syllabi and student work, as well as student evaluations of teaching. But in truth, actually, we don't pay much attention to those. We spend most of our attention on the evaluations of teaching, and we look at the numerical scores. We do give those a fair amount of credence because we've got so many of them that you very quickly pick up a sense of the norm.

A great deal of material is reviewed during these evaluations, but the prevailing perception among many people I spoke with was that student evaluations are the main focus of attention.

A senior faculty member (F, T, SS) expressed emphatic disappointment over the "incredible weight that is now placed on teaching evaluations." She explained that they were originally designed to help professors improve their teaching and now they are used "in ways for which they were never intended." As a result of the heavy evaluative weight placed on student comments, faculty critically evaluate the myriad of factors that can influence the way that

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students rate their performance. The factors that were most often discussed during interviews were those that altered the rigor of the course and the professor's grading practices.

Faculty Actions Influenced by Student Evaluations

Faculty members' preoccupation with student evaluations can influence the way that they interact with students and their approach to teaching them. A junior faculty member (M, UT, SS) spoke about himself and his colleagues not feeling "empowered to give students the grades that we think they actually deserve—that we can't give honest feedback to students about instances in which their work does not meet our standard" because "we will be punished for it by reduced scores on teaching evaluations that are then factored into decisions about retention and tenure and pay raises." As a result, he said that "mediocre work is given an A." He talked about most junior faculty expressing these opinions, and, interestingly, he noted that it does not matter if it is only a perception and that it is not true that he "can't give Bs and Cs or Ds or Fs." He said that it was more important to recognize that "what's true is that people believe it." Following the general discussion about grading and evaluations, he elaborated on his relationship with students:

> I just don't feel that I have the guts to talk to my students in the way that that I should. Too often, I don't feel like I'm in a position of authority, that I feel like often it's the students who have the authority because they are evaluating me….I try to avoid confronting students—being honest with students about times that their work is disappointing or not up to par—I feel like I've become obsessed with this kind of fear— what if the students don't like me, so it plays out on an every day basis by me not feeling that I'm an authority in the classroom the way that I should be…Students have commented in talking to me about other professors of theirs that when the students aren't doing well, it's perceived by the students to be the professor's fault; it doesn't seem to them to be their own responsibility.

This preoccupation is not only experienced by junior faculty. Tenured faculty also confessed that they did not want to risk receiving bad evaluations by giving lower grades than what students think they deserve. Once a faculty member earns tenure they are not exempt from these issues because they are evaluated every three years for merit reviews. As one professor (M,

T, SS) exclaimed, "we have to turn in all this stuff; [tenured faculty have] bought the same thing that the junior faculty have with the merit stuff." He talked about needing good teaching evaluations "or I'm going to get pounded," and it becomes more important for senior faculty because they may be more vulnerable if they do not publish as much as they used to. He also admitted laughingly that in the end all the pressure for the merit review is not for the money; "it's almost a joke it's so insignificant, but it's all ego."

Some faculty acknowledged that they were taking career risks by not changing their behaviors and inflating grades to appease students. A professor (M, UT, NS) revealed, "I grade much more rigorously than many people do; I do more so than even people in this department. I tell myself that I shouldn't—for career purposes I should be an easier grader." He continued with saying that he has read research that shows that higher grades correspond to better evaluations, but he felt that if he pandered, then he would not be doing his job and "it doesn't help the education process."

Several faculty felt that academic affairs needs to review the way that teaching is evaluated. One professor (F, UT, SS) explained directly that "the fact that all of our promotion, the teaching part of our salary is based on what students, 18- to 21-year-olds, say at the end of the semester about your class gives us faculty the wrong incentives." Faculty need to be proactive and not allow colleagues to succeed at Crossroads if they forfeit the rigor of their courses in order to appease students for positive marks on their evaluations.

Diminished Academic Rigor

A frequently mentioned concern was that the university was not providing a rigorous enough academic program and in the words of one professor (F, T, SS), "faculty have abdicated their responsibilities." Students take a "scandalously light" four-course load and have a lot of

free time because professors are "not really pushing students hard enough" (F, T, SS). Faculty also expressed frustration with colleagues not holding students accountable for inappropriate behavior: "[professors] will allow students to party all night and do whatever else it is they do, miss extraordinary numbers of classes, accept late work, [and] excuse all sorts of non-participatory behaviors in classes" (F, T, SS). What perplexed this faculty member is that that behavior would not be appropriate for students after Crossroads, so why should they be accepted during their collegiate experience?

Another problem with increasing rigor is linked to faculty time constraints. A professor (F, UT, SS) sincerely wanted to be tougher with her students, but she confessed that it was hard given the number of students she teaches because assigning them more work meant that she had to find the time to grade the material. This issue relates directly to what faculty described as a heavy teaching load—three courses a semester. Interestingly, it was not apparent that enhancing the academic rigor was a part of the rationale for the shift to a 3-2 course load that was discussed during my fieldwork.

The challenge for faculty is that to adjust the rigor collectively, they need the opportunity to discuss the problem and determine solutions, and they have not had that chance to engage the topic. As mentioned earlier, professors did not feel that they could take on the grade inflation and rigor problems themselves because it would jeopardize their careers. Despite the risks, some professors tried to "go a little deeper in courses with rigor and sophistication," but one professor (M, T, PS) explained that "the students were not willing to, or not that interested to put in the extra time to go to that level." He abandoned that effort after a couple of attempts and reduced the degree of difficulty for the class. This professor remarked that many professors "backed off…so then students can pursue their other interests."

Grade Inflation

Professors acknowledged that grade inflation is a national issue that is debated on campuses of all types across the United States (Hu, 2005; Kuh & Hu, 1999). A faculty member (M, T, SS) very honestly explained grade inflation in saying that "[students] are lackadaisical; the faculty is lackadaisical, and then the easiest way everybody buys everybody off is with grade inflation." Many faculty lamented the fact that students were very grade conscious and worried more about the grade they earned than trying to understand why they received the grade that they did. At Crossroads, students think that "anything below a B is a horrible grade" (M, T, SS). A professor (M, T, SS) described that "students come into my office and are devastated because they got a B+. I'm not talking about a C-; I'm talking about a B+."

A senior faculty member at Crossroads (M, T, NS) explained that the university should set academic standards, stay true to them, and faculty should not be disappointed with the student who makes a conscious choice to earn what he called a "gentleman's C." Students who earn this grade are people who attend Crossroads and decide to be involved in a variety of activities that are important to them, and they realize that they cannot do all of them and be an "A" student. They accept that they'll get a "gentleman's C." This professor contended that faculty need to be comfortable giving that "C":

> So why should the faculty be upset about that? Why do we think that, in this grade inflation era, that they all want to be 4.0's, but if they don't do what a 4.0 does then somehow somebody's cheated? We ought to put it out there; we ought to have our standards; we ought to understand that students might opt to give more time to something else than they do to us, and that's fine, but our remedy is, "That's a D, that's a C". Not, "Oh God, I've still got to give an A, but I'm really upset about it because you didn't do enough work." There is something silly about that. We've eliminated the concept of students' being allowed to make choices and face consequences….It's a kind of faculty blind spot because we haven't come to grips with what the grade inflation thing is and the fact that students can actually choose to be less stellar in our courses, and that it's not an insult on us.

The Overall Effect

The series of factors covered in this section are connected and ultimately led a vice

president (M) to ask the following question:

> When evening classes are done, when faculty leave the campus, are faculty providing
> enough to keep students engaged over the next three to four or five hours of that evening?
> Or are students going to say, "Hey, I'm done with my work; I'm going to go out and look
> for something to do?"

A professor (M, T, PS) explained that "it is very complicated how everything interacts" and that

if students are not challenged with their classes then they will have time to do a variety of other

things; one of those things is consume alcohol. A professor (M, T, NS) disclosed that he

discussed with a colleague that "the shift in emphasis, especially by the dean of arts and sciences,

to numerical course evaluations has the effect of encouraging the alcohol problem at Crossroads

through the intermediacy of decreasing the classroom requirements." This is the result of

teaching for "customer satisfaction." The effect is that student affairs needs to respond to

students' abuse of alcohol, and one way that they approach this problem is through additional

programming and investment of money in alternative opportunities for students. Faculty often

criticized the growth in programming because they see it tied to increases in student affairs

staffing and resource allocation. The important point here, as articulated by a professor (M, T,

NS), is that "faculty might well ask how their classroom behavior affects student life."

Faculty Call to Action

Many faculty expressed the belief that it was time for them to empower themselves to

alter the intellectual climate on campus. A professor (M, T, NS) affirmed this notion when

describing a recent note he sent out to the faculty email list:

> [I] lamented the fact that all we do is complain as a faculty, and we complain about
> athletics; we complain about Student Life taking so much of students' time. In reality,
> we're the ones to blame. If we cannot challenge the students to be intellectually engaged,

that is our fault. It is very easy for us to cast blame on these other groups, but the fact of the matter is that that means we're not doing our job. If we cannot, as a faculty, have students in our classes develop the desire to become intellectually engaged in our discipline or into the entire academic culture of this institution, then we've failed.

He explained that it is easier for people to blame others than blame themselves. Nevertheless, faculty have to begin to look critically at what they are doing. He is a Student Life supporter but he admitted that over the years he has watched students shift their balance of time to favor the student affairs component of their education rather than the academic affairs side. But he returned to his initial argument that the shift "is because we as a faculty are to blame":

> We have not done our job successfully telling our junior colleagues that you can and should put demands on your students, you can be rigorous and require more time in the lab, field, and in the library doing research, challenging them to read more pages per night, and that in fact will not have a negative impact on your evaluations….We get students who come in and do the minimum amount of work, and we say they're doing the minimum amount of work because they don't have enough time, when the fact of the matter is we are not giving those students the grades that they probably have earned….Students figure they don't have to work as hard as they thought they were going to have to and therefore they do have this idle time and Student Life does have an obligation to fill that time. The faculty then get upset with student affairs as if saying it's the Student Life component that is drawing students away from the academic side, when in reality the academic side has not put the demands on the students' time to reduce their free time to participate in non-academic events.

This professor and others advocated a broad-based campus-wide dialogue to reexamine all the variables that influence students' experience on campus in and out of the classroom. For this to be successful, everyone's voices must be heard.

The Perspectives of Student Affairs Allies within Academic Affairs

In strategic planning meetings, faculty meetings, committee meetings, and faculty forum email list postings, faculty frequently criticized student affairs and its influence on the campus' intellectual climate. These critical perspectives have been reviewed extensively throughout the dissertation results. A relatively muted set of voices on campus in 2003-2004, however, belonged to the faculty who support the work of student affairs professionals. When interviewing

individual professors, the perspectives were more balanced between those who were critical of

student affairs and those who understood how student affairs fit into the larger educational

mission of the university. In public settings, however, those expressing support for student affairs

were less visible than detractors. Here I first introduce this series of supportive voices and then

explain why they are less prevalent in campus discussion and how that influences the campus

community.

<p style="text-align: center;">*Support for Student Affairs Staff as Educators*</p>

Faculty allies understood the role of student affairs staff and tended to perceive them as

educators. These allies are important because they can assist in communicating student affairs'

educative contribution to the institution. As one academic affairs administrator (M) put it:

> Part of the process is educating faculty [about student affairs], and that's where you need
> to find your allies on the faculty to help teach other faculty. That's where it is important
> to have allies who can take the message to faculty more broadly, and the message will be
> more accepted than if the message is coming from the dean of students.

Such faculty members who did not characterize student affairs as subverting the academic

mission felt that the campus climate did not welcome their public expression of support for

student affairs.

Many faculty members in this camp commented on the critical role of student affairs at

Crossroads. As one faculty member (M, T, NS) stated, "none of us do what we do in our

professional lives 24 hours a day." Student affairs provides students with ways to engage in the

community beyond the academic realm. Another faculty member (F, T, NS) supported this idea

by emphasizing the need for a balanced life on campus: "To say that every waking minute needs

to be focused on the academic enterprise seems just very twisted to me."

From the service angle, faculty valued student affairs' providing a variety of constructive

out-of-classroom experiences for students. One professor (F, T, NS) explained that she considers

that "student affairs makes the rest of [students'] life possible" beyond their academic commitments. Student affairs focuses its time on students' interpersonal skills and their behavior outside the classroom, two things she did not want to be responsible for. She felt student affairs' role was critical because students spend more time outside the classroom than inside and "idle minds are the devil's handiwork." For that reason, it is important for student affairs to coordinate and promote activities that keep students engaged.

From the educational angle, several faculty explained how they believed that student affairs was facilitating student growth during their four years on campus. They explained that when students spend four years at college, they hope to be transformed, that they come out not only four years older, but intellectually reshaped and expanded. Student affairs contributes to this growth in significant ways because the transformations are as much a result of the interactions outside the classroom as from students working with faculty through the academic curriculum. If student affairs does not do their work well, then it limits students overall development over four years. For some faculty, their appreciation for the role that student affairs plays at the university did not come until they witnessed their own children go through college:

> I knew that student affairs was there and I had a general idea of what they did but, after having children here, you come to a much greater realization of what it is to have…the concern that there is for students' life outside of the classroom, their social life. There is a cultivation of leadership and interpersonal skills, and also the whole area of psycho-social development, students' identity development…that constitute important parts of the college experience; while these things can develop, in part, in the classroom, there is much more that goes on outside the classroom that facilitates this area of growth….In talking with my children, you understand a lot of what they consider the value of Crossroads. Perhaps 60 percent of what they consider that Crossroads has given them is not from the classroom…was not academic….Student affairs is something that is not very well regarded, but something that is very important, especially from the perspective of students, and as a parent, I've come to understand better the importance of student affairs. (F, T, HU)

Many faculty members were encouraged to hear that student affairs staff believed that they were educators. For some it helped them feel a sense that they have a collective mission at Crossroads (M, UT, NS); they saw opportunity rather than interference. An academic affairs administrator (M) who considered himself to be more progressive than his colleagues emphasized that "they're not like camp counselors, and this isn't Club Med—this is a place of higher learning." According to a professor (M, T, NS), a roadblock that prevents many faculty from believing that all staff at the institution are educators is "a bit of snobbery among academics." Many think that only they can educate because they are the trained educators. Unfortunately, this position ignores that there are many ways that students need to grow while they are in college.

Faculty members spoke about the need to acknowledge that the learning taking place in and out of the classroom weaves together to provide students with the tools to be successful when they graduate. An academic affairs administrator's (M) statement reflected this perspective:

> You cannot be successful as an adult in our society without having a range of skills, and the ability to continue to develop and learn new skills as you grow and age. So, I can teach people how to do linear programming, and decision analysis till the end of time, but if they don't know how to work with other people and take care of themselves as emotional and physical beings, then they're not going to be successful.

A faculty member (F, T, NS) emphasized the need to learn how to apply classroom learning to real world scenarios:

> To say that [academic] learning is the only legitimate kind of learning, whereas [student affairs learning] isn't, strikes me as having a pretty narrow definition of what being educated means. You can know a lot of stuff and still be dumb as a post if you don't know how to use that information. If you don't know how to interact with people, if you don't know how to communicate that information—it doesn't mean anything.

A story that a faculty member (M, T, NS) shared was important to him because it provided an example of the types of important teachable moments that he felt student affairs professionals encounter more regularly than faculty. He told me about an African-American male student who came to him angered by institutional racism. The student said:

> No, nobody has ever used the N-word to me, no, nobody has ever told me I can't do this, no, nobody has ever closed the door to me, but it's just a feeling I get. It's this institutional feeling that just isn't good for me.

The faculty member shared with me how he sat and listened to the student's concerns and said to him, "well, nobody means anything wrong here; there may be little insensitivities once in a while." The student struggled and he walked away dissatisfied, but one night "it happened." The professor described a pivotal experience the student had that led to a significant teachable moment. The student was a member of the African-American fraternity that brought in the step-dancing group from a nearby university, and they performed a rap piece that was "vile in terms of its description of women—used the "C" word, all kinds of, it was just coarse. And the women on campus exploded, and they wanted his head on a stick, along with all of his brothers." The professor then described to me the "aha" moment when the student came to his office:

> And he had to sit in the same office where he had been sitting before, and I had to come down on him…and he was just squirming, and he looked at me and he said, "Well, we really didn't mean anything. Maybe we were just a little insensitive." And I just didn't respond—I just sat there and let that word hang in the air for a minute and a half. And I said, "Now do you know what it feels like to be on the other side?" And he said, "Yeah, I never really understood it before, but I really, really do, and we really didn't mean it," and I said, "I know that; I know you didn't."

After telling the story, the professor explained that the type of learning that the student gained through that experience could not be accomplished through the classroom, and it was likely pivotal in the student's personal development:

> Is that the most important lesson, right at the very top of the list that he learned in four years at Crossroads? It could be, and it could make him a very different person. It will

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affect practically every other decision or circumstance that he gets into for the rest of his life.

The professor explained that the significance of this story is that it is often through the residential experience that students encounter these types of teachable moments, where the "friction and the tension and the problems" become opportunities to learn who they are and what they value. The professor thought that the story described the type of educational interaction that student affairs staff members tended to capitalize on with students over four years. He felt strongly that the one situation represented, in terms of time, only a small sliver of the student's experience, but may prove to be one of the most educationally profound experiences he may have had in four years. The professor also pointed out that the conflict itself was not a fully realized educational moment; the learning opportunity lay in the substantive conversation linking the conflict to the meaning derived from the student's life experience. Students' college experiences generate a great deal of educational material, and it is often student affairs staff who have the training and the physical and temporal opportunities to convert experiences into teachable moments.

Many faculty who agreed that student affairs staff were educators also disagreed with the notion that student affairs distracted students from the academic focus of the university. Articulating the importance of student affairs, several professors stated that the division was integral to the uniqueness of attending a small, residential, liberal arts institution. The large majority of students at large state universities do not have access to extracurricular programs because they are for the "extraordinarily committed and talented; only the finest string player can play in the orchestra; only the best actor can get to center stage; only the greatest athlete can get on the court or the field." The vast majority of the students do none of those things but they do not have more time for their academic pursuits; "they just hang out more, fiddle around more."

Students at Crossroads are committed to a variety of non-academic programs and that frustrates faculty, but one professor challenged his colleagues to be realistic "that if you took all that away, it wouldn't be any different." Simply eliminating out-of-classroom opportunities for students would not change the culture, but it would change the caliber of students. He argued that the best students are "shopping for all the features," and those top students want to attend an institution like Crossroads because there are so many opportunities available to them. While some faculty members felt that student affairs should be weakened because it was a threat, another professor (M, T, SS/PS) contended that the university should be the best in all that it does:

> The state of the art is that you engage in educational efforts on the student affairs side and so why, if we have any pride in our university, why would we not want our student affairs division to be better than the rest just as we want our academic division to be better than the rest?

Private Voices

While many faculty members supported student affairs' contribution to the campus community, several of them acknowledged that their perspectives were not articulated often in public and that if they did say something, their voices tended not to be heard over those who were critical of student affairs. One professor (M, T, NS) revealed his perceptions about the political and cultural landscape on campus in saying the following:

> In our culture at Crossroads, it's safer to say and it's more politically correct to say that the academic side is the center of everything…and yet you get any of us quietly aside and we will tell you that students learn more from each other than they do from us…and there are studies that tell us that's what really has lasting impact. And so we don't want to admit it, and it's not politically correct to say it on campus, and it can get you shouted down in faculty meetings and a lot of hissing and booing—[the in- and out-of-class experiences] are pretty nearly or should be pretty nearly coequal, but in reality on campus today, we say that the academic side is bigger and more important.

The professor elaborated on this, explaining that many of his colleagues say that the price of attending Crossroads could be cut significantly by eliminating "all this claptrap—who needs

deans of students, who needs sports teams, who needs cocurricular activities?" Professors want students to come into their classrooms and "listen to us with their ears open, their eyes open, and let us fill their heads with this wonderful stuff because we're at the center of the university." He described that as "the standard line" and if faculty members stray from that line, then they are "accused of dumbing things down or being a lesser person—you're not really an intellectual." He explained that it's a "prejudice that is pretty openly expressed on campus." While this professor described the culture in a broad sense, several faculty members shared specific situations in which they felt uneasy voicing their support for student affairs and the out-of-classroom experience. A faculty member (M, T, HU) confided that she was reticent to actively support student affairs staff as educators because of the "bias toward scholarship" and the fear that she might be perceived "as less committed to the academic project." Another faculty member (F, UT, SS/PS) described a similar struggle in publicly articulating her support for student affairs:

> Let me just say that these are complicated issues to have conversations with other faculty if you don't know where they stand on the issue before you bring it up. I don't want anybody, any faculty members running around out there, saying that I think that athletics is more important than my classroom, and that's what is on the line when I promote a cocurricular approach versus extracurricular, that some people may walk away saying, "she must not be teaching something very important if she thinks that leaving class for a lacrosse game might have more importance on a particular day than her curriculum."

In addition, some faculty did not think that their perspectives would make any difference because the dean or provost would not hear them out. Given that sense of disempowerment, some professors did not think that it was worth endangering their reputation with faculty colleagues by expressing support for student affairs (M, VP).

The dominant people critical of student affairs would frequently vent their frustrations on the faculty forum email list, while those people who supported student affairs infrequently

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circulated their thoughts. The result was that the dominant voices became known as *the* faculty voice. The viewpoints of these vocal faculty members influenced colleagues', particularly new faculty members', interpretations of campus issues and perceptions of the campus culture. It was rare for people to respond to those who criticized student affairs. "No one shouts them down," a professor (M, T, SS/PS) said, but when he did choose to reply, he was surprised by the number of people who contacted him, "off list, of course," to say that he "took the words right out of their mouth." Faculty members could not be perceived to be student affairs supporters because it was risky. It was a matter of status; there is "more payoff," in terms of relative status, for students affairs to move in the direction of academic affairs than for faculty to show support for and align themselves with student affairs (M, T, SS/PS).

The provost explained that through the strategic planning process he learned that a number of professors are interested in working more directly with student affairs, but "they don't do as much as they would like to because they feel it's not valued on campus by their peers." This point was emphasized by an untenured faculty member (F, UT, SS/PS):

> I'm not doing any [student affairs related service] that I first mentioned any longer, and was in fact sort of interestingly advised in a very subtle way during my two-year review to think about university-wide intellectual academic kinds of service that I could participate in as opposed to exclusively having my service be sort of student affairs or dean of students oriented….It reinforced for me that sometimes at the university, students are sort of the lowest status group so you don't want to lower your own status by associating yourself too much with them until you have status, when you have tenure.

A senior student affairs administrator explained that the institutional culture, which leads faculty to feel that getting involved with student affairs initiatives is "inappropriate, demeaning, [and] evidence of not being a serious person," socializes new faculty into that belief system and establishes a pattern. It is then difficult to challenge that established set of norms when trying to

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engage them after they earn tenure and may have more time to devote to students outside the classroom.

Summary

This chapter presented a variety of perceptions from academic and student affairs personnel that centered on the criticism that faculty should be more involved in the lives of students beyond their work with them in a particular discipline. Faculty involvement in students' lives outside the classroom influences the broader institutional intellectual climate and can contribute to the development of cross-divisional partnerships. Beyond being physically present in the broader life of the campus, academic and student affairs personnel noted that professors and academic administrators should review their own practices related to tenure/merit review, student evaluations, and grade inflation while considering how these factors play a role in shaping the intellectual climate on campus. Lastly, a key to successful cross-divisional partnerships may be engaging faculty supporters of student affairs. Their perspectives remained largely quiet in 2003-2004 but should be allowed to flourish publicly. These people are vital to the development of future campus-wide dialogues that cross divisional borders. These criticisms, along with those related to student affairs distracting students from the academic mission, appeared to define the tension between the divisions; meanwhile, the general lack of constructive dialogue about these criticisms contributed to the destabilizing effect on the Core Elements (see Figure 25).

Storm System One
Institutional Leadership

Leadership
Culture and
Roles

Presidential
Leadership

Vice
Presidential
Leadership

Magnifies
Issues

Magnifies
Issues

Institutional
Mission and
Philosophy

Reflects

Drives

Core
Elements

Resources as
Student Time

Resources as
Money

Influences

Storm System Two
Academic Affairs

Division
Culture and
Roles

Issue 1
Concern
with the
intellectual
climate

Issue 2
Focus on
academic
primacy

Storm System Three
Student Affairs

Division
Culture and
Roles

Issue 1
Concern
with being
undervalued

Issue 2
Focus on
role as
educator

Key
Criticism

Key
Criticism

Student affairs
should not
distract students
from the
academic
mission.

Tension

Academic affairs
should play a
larger role in
influencing
student life
outside of the
classroom.

Focal Partnership Link
for the Future

Campus Ethos
(Represented by the
oval background)

Figure 25. The Crossroads Perfect Storm Model – Key Criticisms Highlighted. The figure highlights the two key criticisms that together contribute to cross-divisional tension. This tension plays a part in the destabilizing effect on the Core Elements.

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CHAPTER TEN
THE CAMPUS ETHOS AND BORDER CROSSINGS

The potential of a partnership between academic and students affairs is hindered by many cultural and climate-related factors discussed throughout the results chapters thus far and, in particular, by the two Key Criticisms discussed in the last two chapters. A main source of faculty discontent stems from their perception that student affairs distracts and detracts from the academic mission and negatively influences the intellectual climate. On the "other side of the house," student affairs staff, along with some faculty, espoused the view that the campus as a whole, including faculty, should engage students to a greater degree, encouraging personal growth—both psychosocially and intellectually. Perceptions and biases separate the divisions while the institutional language in strategic planning documents as well as nationally accepted best practices calls for greater partnership between the two divisions. The lingering question, though, is whether academic and student affairs at Crossroads can collaborate to foster the kind of campus environment that will most benefit students.

Thus far I have presented the material on academic and student affairs separately and discussed how staff members within these two divisions describe their own roles and their perceptions of the other. I have not shared directly what people expressed about the current and potential future relationship *between* the divisions. These perspectives about building a partnership are intimately linked to everything that has been presented thus far. The cultural factors that affect institutional drift and the climatic factors that shape the perfect storm are linked to a broad community force, the "Campus Ethos," that influences people's perspectives on the relationship between the divisions and the potential for cross-divisional partnerships.

Kuh (1993) explains that "ethos" derives from Greek for "habit" and he defines it as "a belief system widely shared by faculty, students, and administrators, and others. It is shaped by a

core of educational values manifested in the institution's mission and philosophy" (p. 22). The "belief system widely shared" at Crossroads is one that accepts separation between academic and student affairs and thus students' in- and out-of-class experiences. The campus ethos influences the university by being "an institution-specific pattern of values and principles that…helps people distinguish between appropriate and inappropriate behavior" (Kuh, p. 22). Given that the campus ethos is tightly linked to the mission and philosophy of the institution, which at Crossroads is at the center of debate about the educational approach, the Crossroads ethos nurtures separation rather than collaboration, thus justifying behaviors that contribute to the divide.

The ethos, represented as part of the Crossroads Perfect Storm Model in Figure 26, is the backdrop upon which the current institutional dynamic is operating. The cultures and roles of academic and student affairs are different enough that there is a natural tendency for the two to maintain separation. It is therefore critical for the campus ethos to encourage personnel within the two divisions to come together in the interest of improving student learning. This chapter examines how the ethos at Crossroads is rooted in the cultural characteristics of academic and student affairs that preserve separation rather than promoting the belief that separation is unacceptable at the institution. More specifically, this chapter examines the factors that influence the overlap between academic and student affairs, as well as how the complicated relationship between the two divisions affects the student experience. I also present people's perspectives regarding the value of academic and student affairs working together to advance the educational mission of the university. These are the opinions that will either maintain the status quo or help to shift to a renewed campus ethos that brings people together to focus on student learning.
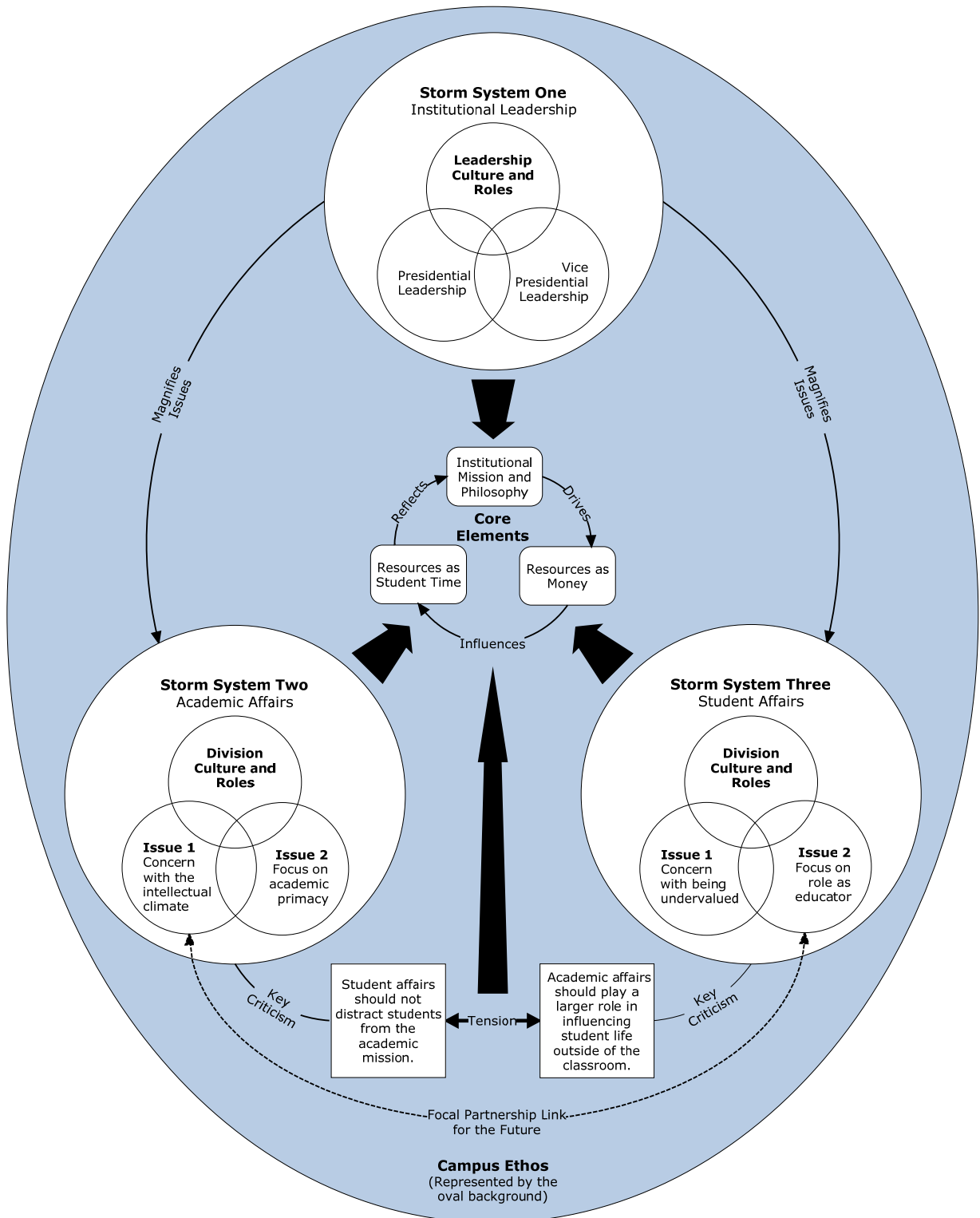
Figure 26. The Crossroads Perfect Storm Model – Campus Ethos Highlighted. The figure depicts the Perfect Storm Model as part of a larger overarching campus ethos that influences how people view the current and future relationship between academic and student affairs.

Academic and Student Affairs Overlap

The cultural drift of the institution and the evolving roles of faculty and student affairs professionals has affected the relationship between the personnel in the two divisions and contributes to a campus ethos that favors separation over collaboration. As the university grew, it became more fragmented: "the university has steadily lost, in a sense, having a purpose as a whole" (6, 38:1). The drift over time has created a campus culture that limits connectivity.

> When I first got here, I would characterize [the institution] as a family, and now I would characterize it as a dysfunctional family….It comes back to communication. I could walk over to any dean, be it a student dean or an academic dean, without an appointment and say "hey do you have a minute" and time would be made for me. I could walk into the president's office….What has happened is that we've grown, not so much in student body, though it has crept up a little bit, but in terms of faculty, staff, and administrators. We've grown to the point where everybody is looking out for their own self-interest. (M, T, NS)

In the preceding chapters I've discussed institutional fragmentation and people's perspectives on the divisions, but have not presented information on the cross-divisional relationship itself. In the sections that follow in the first half of the chapter, I describe in greater detail the state of the relationship between the academic and student affairs divisions, introduce perspectives about cultural differences relating to professional turnover, discuss the extent to which faculty and staff interact with each other, and describe the quality of communication between the divisions. This material weaves together information that describes a campus ethos where fragmentation is cultivated, which contributes to a bifurcated in- and out-of-classroom student experience.

The Cross-Divisional Relationship

Several people explained that the conflict between the two divisions is in part structural due to limited opportunities for formal and informal interaction; one can also describe it as a personality and philosophical conflict, since people in academic and student affairs tend to

possess different character traits and perspectives on education. An academic affairs

administrator (M) explained these differences:

> Maybe the thing that I'm coming to conclude is that it's two very different cultures. People in student affairs probably, without doing any research, I would hypothesize, are people that tend to be more social, the people who appreciated building and improving and nurturing organizations, and faculty probably tended to be people who are more individualistic, tend to be less social, and more introverted, focused on their teaching and scholarship. So you get culture clash—people in student affairs saying "yea, let's get together; let's work together on these things"…and faculty are like "no, no, I want to focus; I want to stay in my own little box here."

The student affairs culture favors consensus while the academic affairs culture favors deep

examination and deliberation. Faculty preference for working autonomously relates to the

cultural value placed on thought. They are trained to find subtle differences in order to get at a

more refined understanding of what is really happening. Student affairs staff seek opportunities

to progress efficiently by bringing people together to discuss, develop plans, reach agreements,

and then take action. As a result of these generalized differences, the natural tendencies of these

two groups of people tend to keep them apart rather than come together.

The relationship between the divisions at Crossroads and, historically, in higher

education has been a challenge to navigate. Both divisions are moving in the same general

direction but without overlap there is no way of knowing what the other is doing. The provost

spoke of this parallel existence and the danger that looms when there is not sufficient common

ground between the divisions:

> At least in the last 30 or 40 years, student services has emerged as part of the institution with its own culture and its own sense of educational mission that parallels, but does not in many ways, overlap the educational mission of the academic affairs division….When you have two loci of responsibility and authority for two different parts of an educational program, you've just created a competitive relationship that depending on chemistry, is either going to be constructive or not.

There is a tendency for people in the two divisions not to support one another. Both sides tend to exhibit a negative tone because they do not respect each other and each concludes that the other is wrong. They frequently avoid seeking opportunities to cooperate because they assume that the other side is not going to cooperate. An administrator (F, SA/AA, ML) illustrated the struggling relationship in saying, "We often don't take the steps needed to communicate more clearly, to build bridges—we're more likely to throw stones." The separation and competition was easier to sustain than collaboration because many faculty struggled with seeing where the overlap lay between the divisions.

Because student affairs is viewed as anti-intellectual, faculty misunderstand the role of the division, which undermines the potential for collaborative relationships. This is exacerbated by the fact that faculty do not seem willing to pay attention long enough to find out what student affairs is about. They have "pegged [student affairs] as a kind of 'kumbaya group' and see themselves as the hard core intellectual piece of the institution" (F, AA, AD). A faculty member (M, T, SS) described what he called "an unfortunate prejudice against a lot of student life people." He said that "there is this sort of prejudice, this intellectual hubris, this academic hubris, that if you're on that side [student affairs], you're somehow less than [the other side, academic affairs]."

An example of this "academic hubris" surfaced in a conversation with an academic affairs administrator (M) about university opening ceremonies. He described a meeting convened to discuss the value of having two ceremonies during orientation—matriculation and convocation. The matriculation ceremony serves as the official university welcome to the incoming class on their first night on campus, is coordinated by student affairs, and includes speakers from both academic and student affairs. The convocation ceremony is four days later on

the eve of the first day of classes, is open to the entire campus, is an academic-focused ceremony that officially opens the academic year. This academic administrator proposed the elimination of matriculation in order to place greater emphasis on convocation. He described the following in our conversation:

> So we are talking about [focusing on one ceremony rather than two] and one student services individual says, "well what about if we had the student services vice president or someone from students services, an administrator, give a talk at this academic convocation"? I said, "Well, no, that doesn't make any sense. I wouldn't have the student services administrator give a talk at academic convocation welcoming into a community of scholars any more than I would ask the person in the head of physical plant to come and make a welcome."

The administrator explicitly labels student affairs as a service entity rather than a contributor to the educational mission. Understandably, when viewing student affairs through that lens, it is unreasonable to imagine student affairs' playing a formal role in the convocation ceremony.

A faculty member (M, T, HU) deduced that the cross-divisional discord is rooted in "a kind of classicism," where faculty think that what they do "is absolutely *the* most important thing on the campus," and everybody else's work has some relevance but is not nearly as important. The result is that "some [faculty] think disparagingly of people who work over here [student affairs]." He emphasized the importance of cross-divisional understanding because:

> As long as that gap remains between the two where faculty members think that they're brighter, or more intelligent, or more intellectual, than the people who work in student affairs and see student affairs people as just glorified babysitters, there will continue to be inefficient articulation between student life and what goes on in the classroom…, [which] doesn't give the liberal arts student the *best* education he or she could get.

He further explained that the student educational experience is hampered because the divisions maintain a compartmentalized approach to their collegiate lives. They do not make the critical connections between what they learn inside and outside the classroom. The professor

emphasized, in frustration, that faculty and staff are abdicating their responsibility to help

students see the connections that link all that they do across campus:

> They're the ones we're supposed to teach. If we're not guiding them in that direction, why should they automatically make the connection between inside the classroom and outside the classroom when if they look around them they don't see that connection fostered between academic affairs and student affairs? When in fact, if they probed, they're far more likely to see a disconnect.

I challenged this faculty member to delve deeper into his thoughts on the underlying

motivations for maintaining a campus ethos that encourages the divisional divide. He proceeded

to articulate a series of provocative ideas that are explained by Enlightenment philosophy and

Marxism. "Blaming" Descartes for his notion of "I think, therefore I am," the professor explains:

> Descartes is seeking this first truth, this sort of accurate truth, what he does is he distrusts the physical world. "I can't trust my eyes; I can't trust my body…because you know, if there's a devil he may be deceiving me; it might be misperception." So it's solipsistic. He turns away from the world and turns inward. "The only thing I can be sure of is, I am thinking. And because I can be self-reflexive and think of my own thought processes, that's a truth. And that's how I know I exist."

The result is that intellectual activity is privileged over experience, which in his description the

professor equates to manual labor, and thus began a long history of bifurcation between the

active life and the contemplative life. He continued his mini-lesson, putting Descartes' notion

into an everyday context and then comparing the philosopher's ideas to Marxism:

> So you see a guy pushing a lawn mower. And you see a guy sitting reading a book. And, you know, in a very simplistic way, the tendency is to think the guy pushing the lawn mower is less intelligent than the guy reading the book or that the guy reading the book is somehow a more self-conscious, more meditative, individual than the guy pushing the lawn mower. We tend to bifurcate manual labor and intellectual labor. One of the things I like about aspects of Marxism is that it seeks to squash that—to treat intellectual labor as labor, no different really from physical labor.

From the abstract example of a man mowing the lawn and of another reading a book, he applies

the ideas to Crossroads:

Here at Crossroads, as in most places, it's that legacy that we're grappling with. So because faculty members deal with books and ideas…and papers and experiments in labs, it's easy to construe the life of the mind in a Cartesian way, that it's a turning away from the world and a turning inward—the idea that you're interested in thought for its own sake. And that when you see people in student affairs helping students organize organizations, or helping students put on some program, or assisting students in some weekend activity on campus, or adjudicating student problems that somehow that's hands-on and therefore not very cerebral—that it's almost equivalent to manual labor.

The assumption is that student affairs work "does not take much thought, that maybe it really isn't about thinking at all." He explains that this is where the problem lies because faculty and others perceive that "student affairs persons are talking to students about activities that don't seem to have any immediate or apparent intellectual kind of grounding," when in reality the work that they do with students has a critical intellectual component; there is "cerebral activity" involved:

So that when that [student affairs] person is interacting with that student, he or she isn't doing so out of guesswork…but because he or she has been trained to know what to say to that student, how to do this or that with that student and so on, so it's very much intellectual activity at the same time. So student affairs people have also contributed to the education in the liberal arts sense of that student.

In summary, the professor defines the root problem that divides the educational experience as "a kind of Enlightenment Cartesian bias" that elevates thinking above manual labor, rather than recognizing that thinking and manual labor are both work and that all work requires intellectual thought. He suggests that people at the university re-evaluate how work across the campus is defined. Faculty and staff should consider intellectual activity as labor and acknowledge that physical or manual labor, which he correlates to faculty members' perceptions of student affairs work, necessitates intellectual thought.

He concludes by saying that the most effective education, particularly at a place like Crossroads, is one where students' classroom and out-of-classroom lives weave together to create a seamless whole, an experience where they are challenged to make sense of the

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classroom learning through their day-to-day active learning outside the classroom and vice versa. This can only be accomplished if professors and student affairs staff provide the opportunities for students to see the connections in their own experiences and in the way that the professional staff in both divisions model their interactions with each other.

Professional Turnover

The relationship between the divisions is hampered and the ethos that maintains fragmentation continues in part because of divisional differences in professional turnover. Once tenured, faculty members at Crossroads tend to stay at the institution for the duration of their careers. They have a long-term perspective on the institution and are generally patient during committee and institutional planning work. Student affairs, as a profession, has cultivated a very different culture in which staff move from institution to institution in order to pursue more challenging positions. This strains relationships and promotes a different approach to planning, one focused on efficiency rather than long-term deliberation.

Student affairs staff remarked that the turnover was common for most professionals in their field, from entry level to senior professionals. Many staff admitted that they struggled with the "three-to-five-year rule," which refers to the culturally acceptable amount of time one tends to stay in a position or at an institution before moving on. Similar to faculty, student affairs staff experience tension between their commitment to personal goals and their obligation to institutional needs. More specifically, student affairs staff felt torn between their professional aspirations and the effect that the turnover has on the health of the institution and their relationships with faculty and students.

Turnover disrupts collaborative opportunities between academic and students affairs, limiting the degree to which solid relationships can be formed. An academic affairs administrator

(F) explained that the short tenure for student affairs staff undermines relationship building and impedes people's development of trust and confidence in student affairs staff members and the division as a whole. A long time member of the student affairs staff at Crossroads (M, SR) explained that staying at Crossroads for virtually his whole career has allowed him to develop relationships with people that have helped increase his credibility on campus.

One frustration for faculty and academic affairs administrators was that because student affairs staff arrive on campus and make changes only to move on to another institution, they leave others to address long-term implications of the changes. Faculty questioned staff members' loyalty and dedication to the institution because the turnover seemed self-serving. This attention to self is reminiscent of the way that senior faculty described their junior colleagues' interest in their own research at the expense of institutional service. Indeed, there is cause for concern if the long-term trajectory for the college shows people, in the two divisions responsible for the closest contact with students, increasingly focused on the self rather than the community.

People were especially apprehensive about the way staff turnover influenced colleagues' approach to the decision-making process. A student affairs professional (F, ML) explained that the cultures of the two divisions differ relating to time and process; faculty members "question everything" and student affairs staff seek to be "efficient," which means that meeting dynamics varied depending on whether academic or student affairs staff coordinated the group. An academic affairs administrator (M) reflected on some of the cultural differences between the divisions, focusing on leadership approaches and meeting styles. He explained that the differences may be linked to the turnover common in student affairs:

> I can't think of a time ever in a faculty meeting where I said to a chair, "this is not your committee." I have said that in more student affairs oriented meetings….I don't want to be a part of a committee in which I'm not allowed to disagree or where my job is to simply blindly do whatever it is that the chair wants to do….To some extent, it goes to

the very heart of what academic discourse is about. It's about listening and talking and disagreeing and coming to new agreements and so on.…I'm not there to rubber stamp everything.…Some folks view leadership as, "I set the agenda and then get people to do it." I view leadership as, "my job is to help the committee to determine what the agenda is and then to provide the kind of guidance and vision that allows the committee to do its work."

This same academic administrator continued on this topic, discussing the implications of the way that faculty perceived student affairs staff as a result of their approach to meeting process. The relationship between the divisions is jeopardized if professors feel that the student affairs committees are "window dressing" and that the committees serve "simply as sounding boards for the chair's announcements and agenda." At risk are faculty members' perceptions of student affairs. Student affairs staff must recognize that many academics thrive on the opportunity "to sink their teeth into the issue, roll around in it, and get all dirty with it, and then come out the other end" because that process allows for the "real good stuff to come out." It appears to be important that this faculty expectation for the deliberation process be balanced with student affairs' attention to efficiency and consensus so that they can meet institutional administrative expectations.

During observations, I witnessed what some faculty members described as student affairs' hierarchical approach to committees in which they drive the agenda rather than involve the committee members in the development of the agenda. For faculty, the student affairs approach frustrated them, diminishing their commitment to the committee and led to negative impressions of student affairs professionals. One specific example that captures this issue took place about mid-year after a key committee, with faculty, student affairs, and student representatives, closed its weekly meeting. Committee members had spent many weeks reviewing the university's alcohol policy, and as I walked out of the meeting one of the faculty members (M, T, HU) took me aside, anxiously asking, "Victor, where are you going? Can you

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walk with me?" His frustration with the committee was apparent. The format of the meetings irritated him, particularly the absence of agendas. He also seemed especially agitated that the administration directed policy plans and the committee simply "picks at it." He was upset that the committee was supposed to be chaired by a student, but the student was not running the meeting; instead the administration was running it. He was bothered by the fact that student affairs administration monopolized the meetings rather than allowing the committee to find its voice. He also did not feel that student affairs staff invested themselves in the educational component necessary to address properly the alcohol problem on campus. Instead, they focused too much on the punishment system.

I walked away from this conversation struck by two critical perceptions that this faculty member took away from his experience on the student affairs committee: student affairs is not invested in the educational component needed for an effective alcohol policy, and student affairs administrators are controlling the meetings and not allowing members of the committee to participate sufficiently in the committee process. The fact that these two components rose to the surface as concerns for the faculty member underscores the divisional divide and shows how student affairs was contributing to the divide rather than capitalizing on the opportunity to discuss issues with faculty at the same table. Squandering committee opportunities that can facilitate the formation of productive relationships has long-term implications. Professors' negative perceptions of student affairs ripple across campus as faculty members discuss their experiences with each other. This undermines the potential of future relationships and leads faculty to continue to look skeptically at student affairs rather than envision them as partners in the educational program.

Interaction and Communication

An impediment to collaboration and cross-divisional understanding involves people in one area not knowing about the other. An academic affairs administrator suggested that it is important for people within each division to spend time with those in the other division to "see what we do and how we do it." The absence of mutual understanding has led to a contentious relationship because people depend on their inaccurate perceptions to assess situations and argue perspectives. People start with the "assumption that [academic and student affairs] can't cooperate, that we have mutually exclusive goals that must be in conflict with each other" and, as a result, discussions between academic affairs personnel and student affairs staff "often start from an adversarial position that is unnecessary" (M, UT, SS).

Most faculty members confessed that they rarely interacted with student affairs staff. Several faculty reported that they consulted with student affairs only when a student had a problem or a crisis. A faculty member explained that he and his colleagues are too busy to take time to interact with people in students affairs. Many other faculty admitted that they knew little about people in student affairs and some commented on the need for greater interaction. The limited relationships and interactions contributed to gaps in understanding about student affairs' role on campus. A faculty member (F, T, HU) revealed that it was difficult for her to "even formulate her attitude toward student affairs" because it was "a nebulous area" for her. She was not sure "where student affairs ends and something else begins." Many faculty members expressed similar uncertainty, which fueled inaccurate perceptions about student affairs.

Committee Work

The faculty members who spoke of interacting with student affairs staff the most had served on committees with student affairs personnel. Most student affairs staff were only on

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specifically student affairs-focused committees; therefore, the contact across divisions only

occurred if faculty members served on these committees. Serving on the committees not only

creates the opportunity for interaction but also provides a venue for faculty to understand the

goals and motivations that drive decisions within student affairs. One faculty member (F, T, HU)

who served on the university judicial board explained how her involvement influenced the

degree to which she thoughtfully considered information from student affairs:

> I read most of [the student life policies and communications]—I was on the university
> judicial board, so I realize the kinds of issues that these people are dealing with, the
> charges that students are brought up on—I take them seriously, so the things that the dean
> of students sends out, I read through them, at least to get a general sense of what is going
> on, because you need to know, if only to help reinforce, talk about why that had to be put
> into place, and sometimes you can help the students understand where the policy is
> coming from.

Working with student affairs professionals motivated this professor to be involved in her own

way, often engaging students in conversations about topics beyond the classroom. The

committee work sensitized her to the challenges that students face outside the classroom and

helped her identify ways that she could contribute to the campus dialogue.

Committees provide a powerful venue for developing relationships, but limited

opportunities existed for joint committee work between academic and student affairs. One

faculty member (M, T, SS) explained that "the university is really compartmentalized; there is

inadequate opportunity to sit around a table and talk….We rarely have, as a faculty, interactions

with [student affairs] that can lead to a more synergistic shared vision of what this place could

be." The overlaps simply did not occur, as a faculty member (F, T, SS/PS) conveyed in

frustration, "Because there aren't a lot of settings where it naturally happens."

Informal Interactions

In thinking about his relationships will colleagues, one faculty member (M, T, HU) paused to consider where he normally interacted with others on campus—"in the faculty/staff dining room, the university eatery, the gym, or the library lobby." He then clarified that the most typical place to encounter colleagues was the library. The first floor of the library at Crossroads, and in particular the lobby, was not only a major meeting place for students, but also for faculty who would walk in and out of the library, stop to chat with students and colleagues at the circulation desk, the coffee station, the technology support desk, or simply gather in the middle of the open space at the foot of the central staircase. Many of my most intriguing conversations about the research project took place in an informal follow-up conversation in the library.

Interestingly, I do not recall even a single one of these informal conversations in the library with student affairs staff. They simply did not appear to frequent the library as often as faculty, probably because student affairs staff are busy with work that does not require going to the library. As a result, though, it meant that student affairs staff could not capitalize on interacting with faculty in a space where professors were open to informal conversation. The separation between the divisions is not only evident in terms of limited formal opportunities for interaction, such as committees, but also in terms of informal contacts because of limited crossed paths across campus.

Student Affairs Staff's Thoughts on their Interactions with Faculty

Student affairs staff expressed concern about their limited interactions with academic affairs staff. Staff members generally wanted to align themselves more with faculty to facilitate discussions related to student learning, however, student affairs staff spoke of a compartmentalized campus that impedes joint discussion: "we have our own forums, and faculty

have their own forums, and there isn't one big forum for all of us to get together and speak" (F, SA, EL). Interaction across the divisional line usually depended on staff members' motivation to make the connections themselves. While some have attempted to connect with faculty, they do this while knowingly accepting some level of risk and discomfort at times. A student affairs professional (F, ML) explained the challenge with reaching out to forge bonds with faculty:

> Usually I'm with a group of [faculty] who are experts in something that I'm not an expert in, and so the conversation is sometimes hard to get involved in….I don't have the expertise they do…I can participate [in the conversation], but can't participate on the level they can, so it's awkward. They wonder why I would want to be in the situation….They look at me puzzled when I say who I am and explain that I want to learn about their department so that we can have some programming in common.

She explained that faculty are bewildered by her actions because they see her work and their work as completely separate. They struggle with envisioning how student affairs programming can connect with their discipline. She believes that the hurdles one needs to leap over to connect with faculty are larger and more numerous at Crossroads than other places because collaboration is not the norm, and, therefore, people approach such opportunities with uncertainty and skepticism.

The hurdles are more manageable when one connects with faculty around topics of mutual interest, although it requires effort to seek out ways to connect with faculty and to understand their passions. A young professional in student affairs (F, EL) described how going to faculty presentations helped build relationships with professors.

> I've made a great deal of contact with faculty and know what they are studying through the committees I am on, such as the women's resource center committee and different projects I've done. I've attended talks by faculty because they are related to my own interests….I've also been helping out with campus projects such as Brown v. the Board of Education 50th anniversary….Some of it is committee work and some it is my own initiative.

Reaching out to faculty and understanding their passions has helped her to develop meaningful

relationships:

> When I see talks that they're giving that interest me, I try to go, and I try to talk to them
> and make a personal connection, because establishing that makes it easier for me to call
> on them in the future.

For many participants, a missing component to the Crossroads community is a

professional appreciation for why members of each division should value the work of the other

and, when appropriate, participate in each others' initiatives to support their colleagues, and

nurture in students an appreciation for the holistic, interconnected nature of everything that takes

place within a campus community. It frustrated student affairs professionals that their

commitment to reaching out and inviting faculty to participate in student affairs' initiatives was

not reciprocated. A senior student affairs professional (F), for example, was upset that she and

her colleagues were not offered the opportunity to attend the College of Engineering's annual

banquet. She was disappointed because she was very interested in the chance to be present to

celebrate students' academic accomplishments. Most student affairs staff hoped for the

opportunity to connect with faculty, to share in the responsibility to communicate with each

other and make Crossroads an enriching place for students to learn and develop.

Communication Patterns

Many people considered communication across the divisions important, but the campus'

executive leadership exhibited a natural tendency to operate in a compartmentalized

communication pattern. A vignette involving the announcement of the new alcohol policy

exemplified the campus ethos that favored fragmentation. The series of events took place in a

span of 24 hours as the president announced an emergency action regarding the university's

alcohol policy. Below, I briefly describe this vignette to illustrate the breakdown in communication that splintered the community.

Over the course of the first semester of the 2003-2004 academic year, concern about students' abuse of alcohol steadily increased among student affairs administrators. Compared to recent years, there was a significant rise in underage drinking violations, alcohol related hospitalizations, violent acts by intoxicated students, and instances of driving under the influence. Immediately after the fall meeting with the board of trustees, the president imposed stiff emergency sanctions on students' alcohol use. A ban on hard alcohol from campus was a controversial component of the new policy. The general opinion expressed by many people was that the president was blindly responding to trustee pressure for action on the alcohol issue.

The president, VPSA, and the dean of students planned to announce the new policy to the students in an email, and they scheduled an open forum for the following day. At 3:00 p.m. on Tuesday, November 18, the VPSA held his regularly scheduled monthly meeting with his staff. This included the chaplain, dean of students, director of athletics, director of public safety, and director of the career development center. At the beginning of the meeting, the president discussed the alcohol policy with the group, and for some members of the group, this was new information. According to the VPSA, "the president wouldn't have met with anyone" if it was not that the VPSA staff meeting "just happened to be on the calendar" the day that the policy was announced.

During the meeting, the president explained the situation, the concerns, the policy, and he asked for everyone's support, yet it quickly became clear that there was no strategic plan to engage the greater campus community in the discussion and implementation of the policy. In addition, it did not appear that the president and his vice presidents intended on distributing the

information to faculty and staff in a coordinated fashion. During this meeting, the chaplain asked about engaging faculty in the process because if this was a crisis, then the whole community should be involved. The president responded by acknowledging that it was a good idea to inform faculty and went on to say that he planned to ask each of the vice presidents to contact their personnel to inform them of the policy changes.

The meeting concluded at 4:00 p.m., the email about the policy was in students' inboxes at 3:30, and given the discussion at the meeting the president still needed to speak with his vice presidents, who then had to communicate the plan to their personnel. Questions and comments about the policy immediately percolated among students, but faculty and staff did not have information about the policy. Consequently, they asked students to forward them the policy so that they could review it. In fact, the assistant and associate deans of students, who were responsible for enforcing the policy, did not have the final version of the policy in hand until a mid-level staff member, a graduate student who received the email, forwarded it to the six deans of students.

Even though the president did decide to send his own email to the faculty and staff, it did not provide detailed information about the policy, its rationale, or how faculty and staff could be involved in the implementation process. The email simply informed faculty and staff that hard alcohol would no longer be allowed to be consumed on campus, a change that would affect campus social events involving faculty and staff. The following is the email he sent:

> To the Campus Community,
> Due to the increased incidents of alcohol abuse on and off campus, I am
> instituting a series of measures to address these abuses. Included in these
> initiatives is a campus-wide ban on all hard liquor (beverages with an alcohol
> content of 15% or higher). This ban is applicable to all campus events, including
> events hosted by Trustees and those held at the President's home.
> Your help and cooperation is appreciated.

The faculty did not receive an email, with all the detailed policy changes, from the vice president for academic affairs until the next morning. When I spoke to several faculty that morning, they informed me that students approached them with questions about the policy during evening classes the night before, as well as the following morning, but they were unable to engage fully in the discussion because they did not have sufficient information. On several occasions, student affairs personnel remarked that faculty and staff should have been empowered to help guide and support students through discussions about the policy change, but that that could not be accomplished without information about the policy.

While I walked with the dean of students from the 3:00 p.m. meeting on Tuesday, a student stopped to congratulate him for the policy changes. This interaction took place 30 minutes after the email was distributed—the policy was out among the students with no community strategy to address the alcohol abuse problem. Faculty and staff simply did not have the information to respond adequately to varied opinions expressed by students. The initial communication plan did not include informing the wider campus community of a policy shift that would significantly affect the campus. It was the chaplain, in an eleventh hour meeting, who appeared to be the one to remind everyone that faculty and staff should be informed in order to converse with students about the policy changes. The broader campus communication plan appeared to be an afterthought, and, while this example focuses on communication patterns between personnel on campus, it is not an isolated issue unconnected to students. The disjointed campus community not only affects faculty and administrators; it shapes the student experience in both subtle and overt ways.

Perspectives on the Student Experience at Crossroads

The student culture, while not a focus of this study, is an important variable that was discussed in many of my conversations with both faculty and student affairs staff; both groups spoke about the way that student culture affects the manner in which they approach their work. The student culture influences the campus ethos and the campus ethos affects the student culture. The campus ethos that limits the potential for academic and student affairs partnerships, contributes to students' maintaining an educational experience where their in- and out-of-class lives are not integrated.

Student Culture

Students' personal and social lives, according to participants, are more complicated today than they were in the past. Student affairs staff explained that, as a result, they have increasingly begun to play a greater role on campus. From a faculty perspective, several spoke about the student culture and the disconnect between their vision for the students' experience and its reality. Their own collegiate lives were so different from the ones experienced by Crossroads students. This divide was yet another variable that influenced the way that faculty perceived the role of student affairs:

> Folks who become faculty often don't share the same collegiate experiences that our undergraduates do. So, it's hard for faculty to understand at times, for example, why we need a student affairs division. Why is it important that we think about programming for student development on a holistic level? There are lots of faculty who would argue that we don't need any of that. That's because they're thinking back to their own undergraduate experiences, and for many of them, they didn't need anybody to help them deal with some of that stuff, and our students do need to have folks in student affairs helping them think about issues about sexual behavior, about substance abuse, about how to prioritize and make decisions based on the values in your life. (M, AA, AD)

One should consider two aspects of the student experience that influence the relationship between academic and student affairs. The first relates to the value of breadth versus depth in

one's educational experience. Some professors described breadth as developing a wide-ranging but shallow base of knowledge in various areas, while depth was considered to be the development of an extensive body of knowledge in a particular area. According to some faculty, students most often valued breadth in terms of both their academic pursuits and their out-of-classroom experiences. Professors perceived that students typically prefer to explore many areas rather than to focus on a few areas, which therefore influences the ways that they choose to spend their time. For faculty, the frustrating result was that students, in search of the complete college experience, did not spend adequate amounts of time on their academics. As a science faculty member (M, T, NS) explained:

> We could get so experiential that the students get a little taste of this and a little taste of that, cafeteria style, but they don't get the depth that they need to have a more thorough understanding in a particular discipline….They have a limited amount of time and how we decide to apportion that in their experience is important.

The second aspect of the student experience that should be considered involves the phrase, "work hard, play hard." I heard this term mentioned in many interviews as people described the way that students divided their time on campus. Even though students were described as studying hard in the classroom, the "play hard starts as soon as they walk out of the academic buildings" (M, SA, ML). "Playing hard" refers not only to heavy involvement in non-academic activities, but also to alcohol abuse. The result of the "work hard, play hard" mentality is that students consider their in- and out-of-class experience to be "very different spheres," and, as a result, they "act like they lead two parallel lives" (M, UT, SS). This experience is the consequence of the infrequently intersecting relationship of the academic and student affairs divisions. Several people argued that academic and student affairs personnel contribute to this bifurcated experience by considering the work of the two divisions as compartmentalized and separate. Returning to an earlier comment by a faculty member, if faculty and administrators do

not model cross-divisional relationships, how then can these same professionals expect students

to acknowledge and appreciate the connections between their in- and out-of-classroom

experiences?

Some faculty and many student affairs staff expressed concern that the university was

giving up many opportunities by not integrating the various components of students' lives.

Maintaining a deep divide between the divisions weakens the potential for strengthening

students' intellectual development:

> I don't think the academic affairs division gets it yet that it's not a zero sum game, and
> it's a balancing act, and I hear faculty saying we need to improve the intellectual climate,
> and I hear academic affairs saying we need to punctuate the supremacy of the academic
> mission here. It is important, but it is holding itself at a distance from [student
> affairs]….We haven't figured out yet that it's a balancing act….Right now it feels very
> competitive….We're not finding a joint vision for what a student experience ought to be.
> We talk about an athlete; we talk about faculty and students in classrooms.…We talk
> about parts of students…not the glue that holds them together. (M, AA, AD)

Because students bifurcate their lives into the "work hard, play hard" lifestyle, potential

educational moments are lost. For example, integrating students' intellectual life and the

residential experience could significantly enhance student learning. A senior student affairs

professional (M) said that it was "bizarre" that faculty did not see that student affairs could help

them connect "classroom life" with students' "real life." A faculty member (F, T, NS) shared a

similar perspective in saying that the many parts of a student's life should be conceived as part of

the interconnected educational program of the university:

> The whole student is exposed to speakers and poets and theater groups and artistic things
> and rock bands, and athletic contests and that's all part of a global experience….There is
> a mindset that says, the classroom, academic stuff, is in a box by itself…rather than
> saying, "this is a place where going to a concert or attending a lecture is part of our
> learning even though it's not part of a class."…There's all kinds of things going on, but
> the missing piece is a sense that all of that stuff is part of your education.

Despite the limited discussions on cross-divisional collaboration, many people seemed motivated to design an experience at Crossroads where students engaged in a community that links their in- and out-of-classroom lives in meaningful and educational ways.

Students Caught in the Middle

People in both divisions should set aside their respective agendas and seek to comprehend how their work affects students and how they can begin to change the campus ethos so that integration and campus coherence are valued. An administrator (F, AA) conveyed that it is critical for academic and student affairs personnel to develop a "common understanding of what a student's educational experience is like." This dialogue should not be threatening to either division because the goal is not to curtail intellectualism or relegate student affairs to operate only in a service capacity. People in academic affairs should appreciate that for students there is more to their life than the classroom, and staff in student affairs should realize that there are actions that they can take that can better facilitate student learning in the classroom. The bifurcated system in place at Crossroads too often puts "students in a position of having to choose between two parts of their identity."

Fueling the Bifurcation

I present two examples of operations or initiatives that overtly or subtly highlight the divisional divide and thus causes students to be caught in the middle, diminishing the potential of fostering an appreciation for the ways that students' in- and out-of-class lives interconnect. Crossroads' contributions to the bifurcated student experience are exemplified in the following two scenarios: 1) athletic championships and final exams and 2) service-learning's reporting line.

Athletic championships and final exams.

A frequent friction point between academic and student affairs was athletics. Many of these situations were not necessarily "behind the scenes" types of tensions, and, as a result, students became actively involved in ways that trapped them between the two divisions. An academic affairs administrator (F) explained this conflict:

> Conflicts between coaches, faculty, and students—they're being pulled very much in different directions….I respect [students'] desire to want to do it all, but the problem is in our zeal to give it to them. We're pulling them hard in different directions. I mean we have an extremely dedicated student affairs division who wants to be the *best* that they can be, and then we have an extremely dedicated faculty who wants to deliver the *best* education that they can, and then what we are setting up is competing things for students….We throw it all on [students] as their responsibility. Crossroads' answer is to say that it's up to the students to make decisions, to navigate their world with the things that they want to be involved in….It's a very difficult position for them to be in. We're putting them in a tremendous situation….How can they really negotiate with a faculty member, or with a coach, when they are not on equal footing?…They are not in a negotiating position…[and] they have no control over the situation.

The power differential that this administrator discusses is important to consider. While athletics staff and faculty are trying to do the best for their programs they are overlooking the opportunity to come together and discuss what is best for the students' educational experience. Rather than leaving it to students to negotiate, this administrator was advocating for people to gather across divisional boundaries to address concerns and plan for the future.

One of the most significant conflicts between academics and athletics during my fieldwork involved the crew team's desire to compete in their championship regatta during finals week. The debate over this case extended over a long period of time with students caught in the middle of athletics' and academic affairs' respective agendas. At times, students thought their season had ended and they would not be able to attend the regatta. They spoke individually with their professors to determine if they could take their exams at different times, and the entire team

attended the faculty meeting where the case was discussed. One of the academic affairs

administrators (F) explained her thoughts on this case:

> I see the greatest expression of the competition [between academic and student affairs] seems to focus on and [be] demonstrated by the kind of battle between athletics and academics. We saw it in the last faculty meeting, where the question was: "do we let the crew team compete during finals week?" Faculty felt for those students—they recognized how those students really invested themselves in this, and worked so hard, and really achieved a lot and ought to be able to experience the culminating experience there for their achievement. At the same time, it directly conflicts with the academic regulations, and the academic spirit of what's going on. There was a compromise, which I'm sure some hated and some loved, but nonetheless a compromise.

Many faculty feared that the academic side would come out the loser in students' minds as a

result of the "tug-of-war" between academics and athletics. Students would blame academic

affairs for the difficulties, and they will not understand the nuances of the questions that were

debated. The absence of a bridge between the divisions prevents the celebration of achievement

in both areas and reinforces the bifurcation. An academic affairs administrator (F) contended that

the long debate that pitted athletics and academics against each other "proved to [students] again

that intellectual engagement is separate from other areas of their lives."

Service-learning and volunteer services.

The Office of Service Learning was created in response to a task force report

recommendation to integrate civic engagement into the curriculum. After studying best practices,

faculty and staff on the committee recommended to develop a service-learning program that

reports to academic affairs and is separate from an existing Office of Community and Volunteer

Services that operated as part of student affairs. The rationale for the separation was the belief

that situating service-learning within academic affairs increased the likelihood of securing

resources as well as buy-in from faculty and students. This rationale has merit, but many people

felt that it reinforces the notion that learning in the academic realm is separate from learning

through initiatives in student affairs. For example, this separation surprised a management

faculty member (M, T, SS/PS) and his senior students in his leadership capstone course: "The

kids discovered that there is virtually no connection at all between the service volunteerism

office over there and the service-learning office down here….The students see that, in fact, as an

institutional wall that interferes with their learning opportunities."

When I inquired with the provost and the VPSA about the split offices, the most

consistent reason for the separation was that volunteerism was historically managed through

student affairs and that service-learning needed to be coordinated through academic affairs in

order for faculty to consider it legitimate. The provost explained that to be successful at

Crossroads service-learning needed to be promoted as pedagogy rather than as a student

development initiative. However, the provost went on to acknowledge that collaboration between

the two is critical for the future because "students are confused about which one is which, and

what it is that they do. [The two offices] are competing with each other for students' time and

energy." The VPSA shared a similar rationale for the bifurcation and alluded to the campus ethos

as the motivation for developing separate operations. He also expressed dissatisfaction with the

way that the split between the offices influences the student experience:

> Things being how they are at Crossroads, to sign up faculty it was believed pretty much
> that it would depend on being able to go to someone in the academic affairs structure
> rather than cross that great chasm and work with somebody in student affairs….[The split
> offices is] unfortunate. It's artificial. I suspect that there is some chance on any campus
> that there be some separation, but the likelihood is much greater at Crossroads….
> Certainly, the initial hope on our part was that this could somehow dual-report, or
> eventually the two would be tied together in a center for civic engagement….It's one of
> the two or three places where the greatest potential exists for breaking down the division
> between [academic and student affairs], because to students it shouldn't be so black and
> white, either/or. To students it ought to be one-stop shopping; it ought to be much more
> indistinguishable.

The provost and VPSA acknowledged that there is great potential for the service

programs to work together to act as a catalyst for partnership between the divisions. In fact, they

hope that the programs will someday merge to create the Center for Civic Engagement. Despite

this common interest in having a combined program, it was not thought to be an effective

catalyst to work collaboratively from the start. The campus culture that devalued the educational

role of student affairs and emphasized academic primacy led leaders to design a bifurcated

service program that minimized rather than maximized the potential for collaboration. Both

leaders maintained a separated design despite agreeing that the divided operations limited the

potential effectiveness of the two programs. This concern for effectiveness, explained the VPSA,

was dwarfed by the practical and political reality that required them to "bow" to the perceived

needs of faculty. The VPSA clarified that if the programs were not separate, and if service-

learning were not operated out of academic affairs, there would not have been "sufficient start-up

support" from the faculty, and students risked not having a service-learning program at all. In the

end, the leaders felt that institutional culture forced them to employ a faculty-centered approach

to the program design rather than one that was student-centered, focusing on their holistic

educational experience.

Faculty Resistance to Seamlessness and Partnerships

In nearly every interview, I discussed with faculty their opinions on the development of a

seamless learning environment and their notions of partnering with student affairs. I asked about

"seamlessness" not only because of the term's popularity in the national dialogue about

collaboration between academic and student affairs, but also because it was invoked

enthusiastically by student affairs leaders on campus. In fact, it was the term most frequently

used in strategic planning and accreditation committee meetings. Seamlessness calls for a

campus community that minimizes the barriers to collaboration in order to enhance student learning.

For many faculty, however, the phrase "seamless learning environment" was a foreign and perplexing concept. Some thought that it was a "fad" or a "new trend that's come along to try to deal with people ages 18 to 22" (F, T, SS). Other professors were troubled by the concept of seamlessness because it diminished academic primacy. As one professor (M, UT, HU) explained, "if you have these nice, smooth gradations between academics and the outside tying them together, you can lose the fact that if you have some competition, [academic affairs] wins, or should win." He was concerned that at a campus where seamless learning is celebrated, academics is not seen "as the thing that takes [students'] time." Another faculty member (M, T, SS), apprehensive about the idea of seamlessness thought it was vital to maintain clear and distinct divisional identities with different levels of importance. For him, academic affairs is more important and represents "the core of the university's intellectual enterprise." These and other professors felt that clear demarcations between the divisions were important because they were not interested in being involved in students' lives beyond the classroom. One professor (F, T, NS) remarked that "faculty don't care about the rest of [students'] life—when you define "care" as being engaged with [students outside the classroom.]"

Seams are important according to a professor (M, UT, SS) because it is imperative for students to distinguish the various parts of their lives. Seams serve a purpose in that they highlight where distinctions should be made in students' educational experience. "What I do in the classroom," he explained, "is qualitatively different than other kinds of learning that happen in other ways in students' lives." He acknowledged that students are involved in a myriad of things where intellectual development can happen, and it is important for them to "fit together

nicely" and "complement each other," but "that doesn't mean that they need to be made of the same fabric—there are seams."

Another professor (M, T, SS) went a step further to say that seams are not only important to help students see the distinction in their educational lives on campus, but they also underscore the division of labor at the institution. It is important for people to be responsible for and concentrate on "what they do best and what they're trained to do." He gave an example in which he feels that his role becomes inappropriately blurred:

> One of the things that I've had a problem with…is students coming in to me and closing my door and say, hey, blah blah blah blah. I've called the people in psych services and said, "hey, I'm not qualified to do that, and I'm very uncomfortable with it because they feel like they can talk to me about something, but I don't have answers." That is not my training….I am not qualified—there are specialists on campus who deal with those issues. Let them deal with it….I never trained to be a counselor, although I understand there is a counseling dimension to teaching at every level, but that is not my thing, and I don't think I should be placed in that position.

Too often, he said, faculty members become involved in too much and spread themselves too thinly as they try to participate in a variety of opportunities across campus, but the reality is that people need to focus on their core responsibilities. "Service doesn't give me a job here," he remarked, "my academic record, my scholarship, and my teaching are critical factors in determining whether I get tenure." Therefore that is where he and his colleagues, he feels, should spend their time. He believed that seamlessness implies that people's roles are more fluid and not compartmentalized based on skill, training, and job responsibility. This professor's perspective demonstrates that if faculty members arrive at Crossroads more community-minded there is pressure from within the campus culture that encourages them to minimize their broader participation in the community in favor of their professional, disciplinary, and departmental commitments.

As one might expect, resource allocation and time constraints were other common concerns that arose among many faculty. They were worried that working closely with student affairs would legitimize student affairs in ways that would lead the curriculum to be financially "squeezed" by the division (M, T, SS). Faculty members also felt that they needed to protect their time and must remain focused on their priorities. A professor (M, UT, PS) was cautious about seamlessness or cross-divisional partnership because if it was pursued he felt the institution "runs the risk of overworking people." He thought that it was a wonderful idea but not "practically implementable" given that professors' careers and personal priorities already fill their days. He did not think it was feasible to "get involved in after-hours and turn an eight- or nine-hour day into a 12- to 16-hour day." Elaborating on these concerns, one professor (F, T, SS) revealed how a faculty committee responded to the student affairs strategic planning document that called for faculty involvement outside the classroom:

> All through their planning proposal, they had other places for faculty to be involved…. What a lot of us bristled at was this idea that there were going to be more claims on our time. This is a concern that all the faculty have very strongly—the research and the teaching commitments that we all have are primary and these grow all the time, and there are new technology demands on all of us…and then you read the student life proposal—it becomes overwhelming because they want faculty to engage in informal activities with students, and they want faculty to be more involved in things like the residential colleges, and it just went on and on. I mean every page was, "here's something else we'd like to do, and by the way, we'd like to have faculty participate."

The most frequently articulated concerns about a seamless learning environment, and about the prospect of partnering with student affairs, arose from not knowing what the campus environment would look like. Faculty were unclear about what was meant by seamless learning and how it would be manifested. It seemed to some people to be "an unrealistic utopia or ideal" (M, UT, SS). Another professor (M, T, SS) exclaimed, "obviously I can imagine some dream world where the students are in and out of classes and learning and bringing every experience

back to bear on the other, but ultimately I don't know what [the VPSA] means by that." In trying

to imagine a partnership between the two divisions, one faculty member (F, T, HU) struggled to

envision it because of the implied reciprocity, which he did not think was possible. He felt that it

was unlikely that a partnership could operate as a "two-way street" because "if student affairs

has ideas for learning experiences or developing values, that kind of thing—I'm not sure the

faculty would follow."

Another faculty member (M, T, NS) felt that academic affairs and student affairs could

not legitimately assist each other in a mutually supportive manner. From the professor's

perspective, their talent is "fairly narrow, but fairly deep," and he was not sure what faculty

members could contribute beyond their area of expertise. From the student affairs angle, he was

not sure how anyone in student affairs was going to be able to assist him or assist his students in

his discipline because they do not have the expertise needed to contribute to the educational

process in his discipline.

Resistance to partnering with student affairs stemmed from unease with the main topics

discussed throughout the last six chapters. Faculty expressed concern with maintaining academic

primacy, ensuring that resources not be diverted from academic to student affairs, and making

certain that their time be protected. In addition, there was a limited sense of what the

collaboration actually might look like when implemented.

Faculty Reflections in Support of Seamlessness and Partnerships

Although several professors opposed seamlessness and the notion of partnering with

student affairs, many supported the seamlessness concept because they saw it as an opportunity

to break down the compartmentalization between students' in- and out-of-class lives and

therefore enhance their educational experience. An academic affairs administrator (M) explained

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that there should be significant overlap between academic and student affairs because "they are the two components of the institution that are directly related to producing student outcomes….[They are] at the core of the institution because they represent the goal of what it is that the university is supposed to do to promote student learning and development."

Supporters felt that collaboration not only influences the campus educational experience but also affects the way that students come to understand learning in their broader life beyond college. An academic affairs administrator (F) discussed the value in modeling for students the importance of integration:

> If students see a dichotomy between their time spent learning and their time spent socializing, and they never bring the two together, how will they do that later in their lives? How will they see the connections between what they know and what they do socially? And how can one support and inform the other? How can they grow in making the kinds of observations, collecting the kinds of knowledge that will determine what they do, what they spend their money and energy on, how they make their decisions later in their lives, if they keep those two aspects of their lives separate? It seems like the institution, right now, is helping to keep it separate, and we're modeling the separateness, rather than the integrated whole.

Many faculty valued developing a continuous educational life for students—as one faculty member (M, UT, SS/PS) put it, "creating a constant learning experience, not just a 52 minute classroom." Another faculty member (F, T, SS/PS) captured the essence of several of her colleagues' perspectives in talking about how greater overlap between the divisions benefited students' educational experience at Crossroads:

> The thing that I would like to see going on in the overlap [between the divisions] is students' being able to really learn more and think more deeply, more intellectually about things that go on outside of the classroom rather than just having that experience. There are wonderful experiences that the students have, in terms of leadership experience with their various clubs and student government, and working on the paper and everything else that they do, a lot of which are coordinated through student affairs, along with the volunteer opportunities they have. There is a great potential to mine that experience base more in the classroom, to help people really think more deeply about those experiences and learn more from them than they get just through the acting of them.

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Professors can facilitate this process by providing the structure and opportunity to reflect on their experience and apply course content to help students understand their experiences at a deeper level.

Faculty members also considered it important to develop a close relationship between the divisions because they believed that, through the overlap, the institution could truly capitalize on the potential inherent in the liberal arts residential experience and "make lifelong, lasting, transformative impressions on these students" (M, T, NS). A professor (M, T, PS) stated that students do not attend Crossroads simply for the "transmission of information." What draws students to the university is "something special about the academic environment and the non-academic environment." It is the connection of those two environments in a residential setting that creates the "holistic [college] experience." A senior faculty member (M, T, NS) stated that the university was not clearly invested in capitalizing on the fact that students "live with us, the fact that they live with each other, and the fact that it's a critical point in their lives to teach a lot of important stuff." Another faculty member (M, T, HU) expressed his thoughts on the missed opportunity, given that Crossroads is a liberal arts institution:

> The added value in not having the divisions bifurcated, is in fact the very premise upon which a liberal arts education is built, because otherwise you're doing false advertising and charging people lots of money for what they aren't really getting….The true liberal arts education, I believe, is not about the life of the mind meaning that we can somehow compartmentalize the mind from the material world, but the life of the mind meaning that you become conscious and self-conscious in the best sense of that term about your daily living, and about your life, and about yourself, and about the world in which you find yourself so that you are always going between the two. In short, the end result of a liberal arts education should be that the person who is liberally educated lives a life of praxis. I understand praxis to be the constant forging or the constant articulation or dialogue between theory and practice. If you have theory and practice in constant dialogue and you are not compartmentalizing them with theory over here and practice over there, then you have praxis.

According to this faculty member, developing an overlap between academic affairs and students affairs allows an institution to promote praxis. He explained that the "true ideal of a liberal arts education is to move students to praxis in their individual lives." Ideally, students would be actively engaged in experiences and simultaneously applying theory to those experiences. In addition, every theory that they study would also be grounded in practice.

Several professors considered partnering with student affairs as a path toward enhancing the intellectual climate. Working together made sense to many because they felt confident that staff in both divisions shared a common interest in enhancing the educational experience. A seamless learning environment, in the words of a faculty member (F, T, HU), is one that "encouraged [students] to extend the classroom discussion beyond the four walls of the classroom." She felt optimistic that the two divisions working together could alter the campus climate so that students keep a level of "discourse going outside the classroom that's focused on maybe not the minute academic issues, but those academic ideas in relationship to world events, or national events, or local events, or even local in the sense of campus events."

Supporters also felt that a partnership could facilitate a reinvestment on the part of faculty in students' out-of-classroom experience. An academic affairs administrator (F) articulated that a partnership with student affairs meant to her that academic affairs was not "abandoning everything that students do outside of the classroom to student affairs." She resented that faculty split students' in- and out-of-class lives, saying "we do this in the classroom and [student affairs] do everything else, and we don't really want to know about any of that stuff." A partnership would also help to acknowledge that student affairs staff are experts who can help faculty understand students' out-of-classroom experience. She emphasized the importance of helping to "build the bridge rather than have this big chasm" that divides the divisions.

Many faculty inevitably wondered, however, whether seamlessness or a greater partnership between the divisions could be achieved. The most persistent sentiment shared by professors was that the development of a partnership needed to emerge from institutional leaders willing to work to develop a campus with clarity of purpose that also values a collaborative relationship between academic and student affairs (M, T, SS). One faculty member (M, T, SS) highlighted the importance of prioritization, saying that the "properly structured institution with the right priorities is going to find ways of emphasizing both." Many believed that the president's role is pivotal to opening effective lines of communication between the divisions. An academic affairs administrator (M) discussed how the people at Crossroads could eliminate the "barriers and walls!" He explained that to move forward the new president needed to lead the institution through a process that would help define the importance of collaboration. Another academic affairs administrator (M) also emphasized the importance of the president's role in motivating people to accept that "we're going to look at the world in a new way, and that the president also has to hold people accountable to do it." A key component of this new approach would be focusing as a community on "what we want to do for students" rather than "what's the plan for my division?," "what's the budget for my division?," [and] "I wish that division would do something different so that my life would be better." He said that the president "can start the gluing" in a significant way right from the start by saying, "I expect us to work together as a group, and this isn't a competition, and we're going to come up with a plan for Crossroads."

Student Affairs Perspectives on Seamlessness and Partnership

Student affairs staff articulated a similar vision of seamlessness as those discussed by faculty in the previous section. They both imagined a relationship between the divisions that would help reduce the compartmentalized learning experience that divided students' in-class and

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out-of-class lives. Many spoke of developing a setting in which students would be encouraged to apply their classroom knowledge to their experiences outside the classroom and vice versa. This vision was affirmed by the VPSA, who defined "seamlessness" in the following manner:

> For me it begins with not whether the provost and VPSA or a faculty member and the dean or a director in student life are collaborating….It starts for me with how the student is experiencing the undergraduate years, the undergraduate experience, and whether or not he or she is becoming the educated and responsible citizen that we aspire to produce in and outside of the classroom—between eight and four and between four and eight. I am not arguing that the educational moments have to be perfectly indistinguishable and the interstices have to be perfectly invisible, but I am imagining a minimization of seams and an unselfconscious movement among them.

Student affairs staff supported the idea that seamlessness and partnering across the divisions would promote the development of a more holistic approach to educating students, one that would distinguish Crossroads from many other institutions. Similar to the faculty perspective, a student affairs professional (M, SR) highlighted the need to capitalize on the residential liberal arts design of the university. As a residential institution, he explained, "education has to be 24 hours a day [and] it has to be holistic" because that is the way that students can learn the most during their time at the university. The residential experience needs to promote and support the academic experience and vice versa. He clarified that Crossroads does not only provide a liberal arts education; it is a liberal arts residential education, and he expressed with great disappointment that "too often [at Crossroads] all I hear is liberal arts, and the *residential* component is as [important] or more important." It is these two components that make Crossroads a "radically different kind of educational experience" when compared to a large state school or a community college, both of which are less expensive.

Student affairs administrators wanted people across the divisions to agree about the roles of the two divisions and how they could support each other. If there is accord, "there won't be a need, sweepingly, to undermine each other's efforts, or have that impression that efforts are

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being undermined" (F, AA, AD). People talked of the desire for synergy, which would be the result of the institution's moving forward in a common direction and realizing the potential of the collective talent on campus. A vice president (M) enthusiastically stated that he wanted the institution to realize its "true north—let's get all the compasses out and calibrate toward the same place. Every time a new idea comes up, out comes the compass, and which way is [the idea] going."

Through increased communication between the divisions student affairs can play a role in helping faculty understand the student experience outside of the classroom and how decisions at the university affect that life; professors could also gain a greater appreciation for how their involvement contributes to the richness of students' experience. Student affairs staff wanted to open lines of communication with faculty in order to engage faculty in conversations about professors' effect on students' lives when they participate in students' non-academic experience.

Discussing strategies for moving forward and developing a greater sense of collaboration across the divisions, student affairs professionals expressed very similar perspectives as the faculty—effective executive leadership was vital. A senior student affairs professional (M) stated, "[Partnership] means a significant relationship and common understanding between the provost and the VPSA about what our needs are, what we need to do, and how do we get there." He also shared that the university has never had that type of collaborative relationship between the two divisional heads, and, as result, there has never been "a game plan" for the cross-divisional relationship.

Persistent executive leadership needs to be paired with grassroots level work. A senior student affairs professional (M) reinforced the notion that people invested in the idea of

collaboration need to come together, on their own, to develop relationships with each other and

plans for the future:

> Partnership is identifying those folks on both sides who are genuinely interested…faculty who volunteer to do all these Student Life things who all excel at academics and are some of the best academics we have together with Student Life folks who are academically-motivated and interested in the life of the mind and being around faculty.…Pull out the people who seem generally motivated to do the right thing and put them forward; put them in positions of responsibility and back them up. Take your best and brightest and go with them.

These people can work together to identify ways to "restructure the whole experience" and "go

back to foundational things rather than argue about the details." University personnel need to

realize that there is a way to integrate the in- and out-of-classroom lives of students and to

collaborate across the divisions. It is done successfully at other institutions, but at Crossroads,

this staff member believes, people are convinced that it is impossible.

An important factor raised by a senior student affairs professional (F) was the fact that

student affairs staff needed to open themselves up to the opportunities to work with faculty. They

need to move beyond the belief that academic affairs "hates us" and thinks we are "second-class

citizens." She believed that when the negativity becomes the norm, it creates constant tension

where student affairs people begin to group all faculty together inappropriately: "Just because

you have one poor interaction with one faculty member, or one faculty member is not going to

come to your event it's, 'Oh well, all faculty are that way.'" She encouraged student affairs

professionals to develop relationships with professors and through those individual relationships

build confidence in knowing that people support their work. A vice president made a similar

point, maintaining that student affairs staff need to find ways to work with the system and build

alliances with faculty rather than sit on the "sidelines" complaining that they are not included.

Summary

The perfect storm comprised the three storm systems embedded in a campus ethos formed over the life of the institution. The ethos is an enduring but malleable characteristic of the institution that influences how people characterize the university, the nature of the relationships within the institution, and the way people approach their day-to-day roles. This chapter described how the campus ethos influences practice and perception in such a way that maintains cross-divisional separation.

Crossing the academic and students affairs border is complicated by the different professional and divisional cultures, as well as the campus climate, which currently favor fragmentation. The status quo is maintained because academic affairs personnel are largely unsure and cautious about collaboration; student affairs staff are eager for a substantive link with academic affairs, but they struggle to demonstrate to academic affairs their contribution to students' education. People at Crossroads spoke about change coming from a combination of leadership and grassroots efforts. The challenge at Crossroads is that, first, institutional leaders have neither publicly articulated nor demonstrated persistent commitment to the importance of an academic and student affairs partnership. Second, the grassroots work is impeded by the key criticisms described in Chapters Eight and Nine that contribute to cross-divisional tension.

The current ethos at Crossroads fuels the uneasiness that maintains the complicated cross-divisional relationship. Change depends on a shift in the campus ethos so that the impulse of the university culture moves away from the tendency to operate in silos and bifurcate the student experience. If the perfect storm is to dissipate, people concerned with the cross-divisional tension believe that there needs to be meaningful dialogue that begins to change the ethos to one that favors the development of a comprehensive education for students. This dialogue is predicated

on a willingness and openness by academic and student affairs personnel to engage in conversations that empower people to develop a shared commitment to student learning.

The issues discussed thus far in these results chapters regarding academic affairs, student affairs, and the institutional leadership are all interconnected yet not openly discussed across divisional borders. Interestingly, a professor (F, T, SS) spoke with me about the tendency for people at Crossroads not only to fragment the institution structurally, which hinders discussion across divisions and departments, but also to fragment issues, she said: "Getting back to fragmentation…every single issue is dealt with as a single issue, and we haven't really had a good comprehensive university discussion about what we all should be doing now." Many people who support collaboration as a goal expressed a sincere desire for developing a common language about student development and learning while also encouraging cross-divisional understanding about people's work. They hoped for a partnership focused on understanding each other in a way that will allow for "a good comprehensive university discussion" to develop into a productive strategic plan for the future. Faculty are not alone in changing the intellectual climate, and student affairs does not need to be divorced from the educational mission in order for Crossroads to develop and maintain a vibrant intellectual enterprise. The people in both divisions have the expertise and motivation to improve Crossroads; it is important for them to come together with open minds and the desire to work collaboratively for the good of the university and its students.

CHAPTER ELEVEN
A BREAK IN THE CLOUDS: THE POTENTIAL ROAD AHEAD

I began this study thinking about partnerships in terms of initiatives—"how can I better understand academic and student affairs perceptions and how those perceptions influence people's ability to create initiatives together?" As a result of the fieldwork, however, I came to appreciate that the more important ending to that question is, "how do those perceptions influence people's ability to understand each other?" I heard people on campus explain, most often indirectly as they considered what they valued most in a potential partnership, that the goal of any initial step toward cross-divisional collaboration was to develop understanding and appreciation for people's roles. The respect that emerges from this understanding would facilitate people's ability to work together to provide a mutually agreed-upon educational experience for students. The mutual understanding provides the fertile ground upon which collaborative initiatives can grow.

The pages that follow describe some of the perspectives shared by participants about what the Crossroads community needs to do in order to develop a collaborative ethos on campus. The material is divided into two main sections. The first focuses on the preliminary steps involved in developing mutual understanding. The second describes some of the steps that follow, which may ultimately lead to collaborative-based initiatives.

A Focus on Relationships, Communication, and Understanding

Those who support the notion of collaboration believed that developing relationships across division lines was the most important step required to achieve mutual understanding and to identify common goals. Opening up the lines of communication, they felt, precedes developing initiatives. An academic affairs administrator (F) lamented that the divisions were currently operating with "bare minimum" interactions:

[Today] there isn't a "let's partner, let's work together, let's have a common goal, and let's work toward it together"….In the ideal we would have a mission…and we would be looking for ways to work together to achieve the mission. We would be willing to do that, be receptive to it, and respectful of each other in doing it. That's just not here right now.

Another academic affairs administrator (F) expressed her thoughts on the ideal future of the university. She believed that the university needed to bring people closer together and leave the "turf-wars" behind by developing an "anti-hierarchy model." She explained that Crossroads does not "thrive well when it's too hierarchal, and it's been going more in that direction over [her] 24 years [at Crossroads]." The emphasis, she felt, needs to be on personal relationships so that people can understand each other and value what they are each contributing to the institution. She made an important point in saying that this approach is:

What changes people who are racist into people who are not racist; it changes people who are anti-Semitic or anti-gay into people who say, "I know that person and they are mostly like everyone else, and I value that person and what that person does," and so the more channels of communication we have, the better.

The Need for Connection

Throughout my conversations with faculty and staff, I heard people worry that colleagues did not connect as much as they used to on campus and that they should invest more time and attention on integration. A professor (M, T, SS) spoke longingly of his initial contacts with colleagues through an off-campus retreat that proved to be a defining moment for him because of the relationships that he was able to form: "I met in one night the people who have been my life-long friends here—geologists, chemists, and engineers." He explained that creating opportunities for deep connection helps to develop a sense of cohesiveness and loyalty to the institution, which motivates people to work hard for the university. It disappointed him that people did not gather regularly across disciplines or divisions. He went on to describe evening cocktail parties that used to be hosted by administrators and gatherings where one could interact with trustees. He

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was on a first name basis with trustees and used to speak with many of them on the phone about upcoming meetings. It used to be easier to find many opportunities to interact with people of various backgrounds and develop meaningful relationships with them.

Some people said that the types of relationships just described could no longer be formed because of the institution's current size. As one academic affairs administrator (M) insightfully pointed out, the university "runs into scale problems" because it is "too small to be big, and too big to be small." As a result, rather than capitalizing on the relatively small size of the campus and engaging people in substantive conversations where "things can happen," decisions are made and policies are developed in isolation from the community and communicated to the campus in the manner expected at a large university. Community conversations have the potential for bringing about a great deal of clarity and understanding as people grow to appreciate each other's perspectives.

A senior student affairs staff member affirmed that at the most basic level, people across divisions should "eat at each other's table more often.…We need to try to have [faculty] sit down at our table, and they need to try to have us sit down at their table." He emphasized, though, that it was important that "nobody perceives the other table as being the chosen table." He felt that it was important to minimize hierarchy and see that it does not have to be an "either/or" competitive relationship; rather "we need to conciliate one another, and support one another, and recognize that there's value in both [divisions]." This type of relationship is respectful, one where people value each other's expertise and contributions and "come together particularly in moments that are important [in order to] try to formulate something that serves the entire community."

A faculty member suggested that the university would be most successful in achieving its goals if, through the cross-divisional relationships, people focused their energies on enhancing the student experience. One professor (M, T, NS) expressed a pivotal point that arose in many conversations among people in support of collaborative efforts—student-centeredness. He said that faculty and student affairs staff should set aside their egos and together move themselves out of the focal center, and repositioning students in the middle:

> There's a tremendous need for cross-fertilization [between the divisions], and we have to tear down the walls that we have built regardless of our background and ask why we're here. We are here for the betterment of our students. Let's park our egos at the door, and let's see how we can best move forward as a team, as a group of people working together to move our students in the right direction, to help those students who need help, be it academically or socially, and to really encourage those students that are already motivated to be the best they can be, to do what they can possibly do. That's where the partnerships happen.

Another faculty member (F, T, SS/PS) expanded on this idea of a student-centered approach, saying that through relationships across the divisions people can more effectively "focus on helping students have a full experience at Crossroads." Moreover, faculty and staff need to demonstrate that they value the multiple ways that students are engaged on campus. Improved communications can lead to increased appreciation of people's work and acknowledgment that students' in- and out-of-classroom lives are intimately connected. As one faculty member (F, UT, SS) put it, "There needs to be an understanding that what happens outside the classroom also impacts what happens inside the classroom." A faculty member's (M, T, NS) poignant example from a recent experience highlights the need for greater cross-divisional conversation and understanding:

> During the trustee-faculty dinner a couple of evenings ago, I was sitting at a table with a prominent faculty member, the provost, a trustee on the academic affairs committee, and a senior member of university relations and his wife. It wasn't intended to be that way but

it's how it worked out, and they were going on and on and on about athletics and how out of control they are. We have a prominent faculty member who has never been, as far as I can tell, to an athletic event, you had the provost whose job is on the line so he is going to side with the academics, and then the chair of the academic affairs committee of the board of trustees, and they are going on and on, [that] we just need to eliminate athletics from the Crossroads campus, and I didn't say a word. I just sat their listening to the conversation, eating more dinner and then the conversation switched to minority recruitment and I just said:

> "You guys are a bunch of hypocrites." They just stopped and then looked at me.
> "What do you mean?"
> "Have any of you actively recruited a black face to this campus?"
> "No."
> "Who has? The coaches, so on the one hand you are saying they are out of control and on the other hand we've got to increase diversity. You can't have it both ways."

I had a laugh. The spouse of the senior staff member in university relations just went clap, clap, clap. So here you have the major players, academic players on this campus from the board to the prominent faculty member and the provost and again not understanding all the nuances of how student life integrates with the academic side.

The fact of the matter is that many student experiences are interconnected and many university priorities are interdependent. There need to be conversations taking place where people openly acknowledge the links and help others to understand them.

Developing Mutual Understanding

In its simplest form, an increased overlap between the divisions creates an opportunity to understand what each division is doing and facilitates the development of a common set of goals serving the institution's mission. The first step in developing the overlap, according to an academic affairs administrator (M), is to learn from each other through the relationship. Academic affairs staff have a responsibility to understand student affairs and student affairs staff have a responsibility to seek to understand faculty perspectives. An academic affairs administrator (M) called for student affairs to "really engage faculty in a conversation about what's important to them, and what they think," and through that conversation student affairs "starts to develop the relationship, and the connections, and the shared understanding." Those

conversations would "start to provide the glue to build the community." Over time, people would begin to learn each other's strengths and weaknesses. One faculty member (M, T, PS) suggested that the principles of partnerships are similar to what one sees in families and communities. He explained how knowing the strengths and weaknesses allows the divisions to support each other in times of success and in times of need:

> In a community, you get to know people and you get to know their strengths and weaknesses. In a more family situation, you try to build off of their strengths and shore up their weaknesses….Ideally, you'd like to have a learning community that is working together—student affairs, academic affairs, and students.

Many people said that getting to know individuals alters the way they respond to topics across the divisional lines. To use the terms mentioned by the faculty member just quoted, in families and in tight communities one knows individuals. An academic affairs administrator (F) reflected on the power in knowing individuals: "We need to find more ways and make more time to work together, because when you get to know people individually, it's harder to think of them as unilaterally or completely wrong or unfounded." The goal, in the words of a faculty member (F, T, NS), is to "stop pointing fingers and start figuring out positive concrete steps to take."

Regarding mutual understanding, a student affairs staff member (F, EL) stated that it was the most important factor when trying to develop a sense of partnership, "because faculty and staff are both here for the same reason, for the students, so if we better understand where we each come from, then we can more effectively work together." The relationships would open the door to mutual respect and valuing each other's contribution. As one student affairs staff member (F, SR) offered, "There should be mutual respect for what each other does and how all of these factors contribute to the academic mission of the institution….There has to be an understanding and appreciation for what others do." That understanding helps people to identify where they, the institution, and, ultimately, the students can benefit from reciprocity between the divisions:

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To me, a partnership between student affairs and academic affairs would be a reciprocal relationship in that it benefits both sides of the house and where there is respect for the strengths that each contingent brings to the table. There are certain ways in which faculty have been trained to assess and evaluate and promote certain kinds of critical thinking, and there are other ways in which student affairs folks have a different viewpoint that they bring that is equally important to looking at the overall experience for our students. (F, SA/AA, ML)

Developing mutual respect and appreciation for each other's role has the potential for enhancing the student educational experience. A senior student affairs staff member revealed that if he had the opportunity to come back into the community anew knowing, what he knew then, he would have "done things differently." He explained that his goals would stay the same, but "the way I would have approached people would have been totally different. I would have been much more sensitive to their perspectives and to their fears and to their anxieties."

The Dual Identity as a Path to Mutual Understanding

Earlier in the dissertation, I spoke of the faculty teacher-scholar identity and the student affairs service-educator identity. These dual identities can potentially help to develop greater understanding between academic and student affairs. Faculty members value trustees understanding their dual role, and student affairs desire that faculty understand their dual role. With understanding comes acknowledgement and recognition of the contribution the group is making to the institution. Faculty repeatedly explained that they perceived that trustees understood the teacher component of their teacher-scholar identity much more clearly than they did the scholar component. Scholarship is very important to faculty because it enhanced their teaching; faculty felt that trustees did not understand that relationship and thus scholarship was not acknowledged and supported. Two statements that expressed this concern follow:

Trustees understand our role as teachers. They have a much more difficult time understanding our role as scholars and how that influences our teaching. It is conceivable that some don't think it's work: the faculty just go sit under a tree and contemplate their

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navel or something. The trustees may not understand the importance of scholarship to the vitality of teaching. (F, T, NS)

Unfortunately, trustees—many of them, there are exceptions, but many of them—perhaps think that we are only working when we are in the classroom.…[They] might also not value scholarship and research…[but] the scholarship and research are both significant to teaching well and are also important to the well-being of the individual professor. (M, T, HU)

Student affairs' dual role as service-educators and their desire to have faculty understand their role is similar to faculty members' dual identity and their interest in trustees understanding their work. Some faculty recognize student affairs staff's role as educators, but by and large, student affairs personnel feel that faculty do not appreciate how being an educator enhances the service they provide. In much the same way, faculty members perceive that trustees do not understand how scholarship enhances teaching.

For many professors, conducting research and sharing their scholarship with students are sources of great motivation and personal energy. Student affairs staff described their experience in much the same way. Their motivation and energy comes from their role as educators, because it allows them to transform the lives of students rather than simply provide a service-related transaction. The parallel dimension of these two dual identities can serve as the foundation and rationale for the development of mutual understanding.

<center>Next Steps: Working Together</center>

As described in the preceding pages, if the leadership at Crossroads were to pursue a future that includes collaborative efforts, or if faculty and staff were to begin a grassroots effort to work with each other, then the core initial work involves relationship development. With mutual respect for people's roles and interest in students' education, faculty and staff can begin to share a constructive working relationship addressing campus needs and interests.

Acknowledging Responsibility

The VPSA stated, that people need to come to the "peace table" and stop "lobbing grenades from their respective trenches." As faculty and student affairs staff come out of their trenches, they each must take responsibility for the success of the cross-divisional interaction. According to a professor (M, T, SS/PS), student affairs needs to "resign itself to the fact that it probably never will get the respect that it deserves from faculty," but that does not mean that student affairs should not strive for a more central role in the educational mission of the institution. Student affairs needs to take responsibility for reaching out and developing working relationships, because it is through that contact that faculty will gain a better sense of what student affairs staff can contribute to the educational mission. In developing these connections, an academic affairs administrator (F) noted that student affairs should not be overly cautious and timid about their interactions with faculty.

Student affairs should also hold faculty more accountable for not engaging sufficiently in students' lives outside the classroom. For example, upon hearing that student affairs staff were frustrated that faculty did not participate in an orientation dinner with the first-year class, a professor (M, T, SS) commented that it would have been an appropriate occasion when faculty should have been "called out." He hoped that the dean of students would stand before the faculty at their monthly meeting and say:

> The single greatest priority of the faculty is to strengthen the intellectual climate and change the culture here….Here's an opportunity for you folks to start to do that, and I'm talking to you professors, and I know you are busy, but we extended an invitation to faculty to attend the orientation dinner; this is a way to enhance the academic mission, and seven percent responded and then 80 percent cancelled.

The professor valued more direct communication so that people would be moved to action. People need to realize that "the longer they are content and complacent to stay in their holes, like

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a hedgehog, [the longer] we're just perpetuating the problem." Another faculty member (M, T, SS/PS) shared similar words of caution for fellow faculty, calling for a more comprehensive level of engagement on campus where people take an interest in each other, listen to each other, exhibit more patience, actively learn from one another, and finally, hold one another responsible and accountable for one's actions or inactions. He elaborated:

> We seem to be drifting a little bit—we're still a great place, but some more faculty are opting out of the process than into the process, it seems…the process of being involved with one another's lives and students' lives that goes beyond punching the clock—teaching your classes and checking out at five o'clock.

The need for a comprehensive level of engagement is not only the responsibility of faculty. A student affairs staff member (F, EL) also called on student affairs professionals to engage themselves beyond their area of specialty. According to this individual, some of his colleagues "do the literal translation of their job….[and] don't ever think about the academic mission." Another student affairs professional (F, SR) emphasized that one must always be thinking about one's work in reference to the academic mission of the university and one's relationship with faculty. She said that she kept that at the forefront of her mind: "I don't work in a vacuum; I know that that's suicide." She went on to suggest that student affairs staff converse with faculty confidently and "with a sense of what I want and why I want it and how it's not going to take away from the classroom, but, in fact, enhance it."

Creating Opportunities for Connection: Committees and Informal Contact

The conversations can happen one-on-one, in small groups through informal channels, or through particular initiatives. A formal channel that many faculty and student affairs staff felt was underutilized was the campus committee system. Many faculty affirmed the dual value of committee work. On the one hand, serving on committees allowed them to be engaged in campus governance and planning; on the other hand, it helped them connect with people from varied

parts of campus. Faculty maintained that, through faculty governance committees, they have been able to develop relationships with colleagues from diverse personal and academic backgrounds. This interaction has allowed them to develop an appreciation for the diverse perspectives people bring to committee work and the expertise they share. The same way that faculty governance committees allow faculty to develop relationships and discuss their various perspectives on issues, committees that bring faculty and student affairs staff together could provide the same type of opportunity to gain mutual understanding. An academic affairs administrator (F) reflected on the fact that working with people on committees from different divisions changed her perspective from an academic-centered philosophy to one that valued educating the whole student.

From a student affairs perspective, serving on committees with faculty not only helps to develop relationships with them, but also allows them to demonstrate to faculty that student affairs is not trying to compete with academic affairs. Student affairs staff members are "concerned about what's right for the student" (F, SA, SR). An academic affairs administrator (M) discussed not only the value of serving on committees with student affairs, but also engaging with them in informal settings:

> We've got a lot of walls and not a lot of connectivity between the parts of the system….Committees are clearly where you get to know people and other ways of thinking….Can we have someone at the higher levels of the organization sponsor lunches where people get to know one another?…We need to have more informal, low stress conversations.

Although, he acknowledged that everyone is busy with work and experiencing stress, he also felt that if people took the time to talk about issues that they are mutually concerned about, they would likely find "commonality and start to say, 'You know what? We could help each other.'"

The unstructured avenues to relationship building are critical. A senior student affairs professional (M) described some of the ways that he capitalizes on informal opportunities to develop relationships with faculty. He talked about being highly visible on campus and showing interest in faculty members' work by attending their talks and invited speakers, participating in university events with faculty, such as admissions open houses, and attending informal dinners at people's homes. The relationships that develop would lead to more frequent dialogue, and, through that dialogue, people could develop mutual understanding and identify opportunities for collaborative ventures.

Developing Cross-Divisional Initiatives

Faculty and student affairs staff frequently complained that there was not sufficient coordination between academic and student affairs. One professor (F, T, NS) expressed in frustration that it felt like there was a "brick wall" between academic and student affairs that prevented the two from benefiting from each other. She stated, "We could make a tighter connection between the programming on the student affairs side, and they might be able to take advantage of some of the stuff that comes through on the academic side." A senior student affairs professional (M) was disappointed with so many missed opportunities to plan collaboratively and enhance programs. When faculty did reach out to student affairs, they sought student affairs assistance as a service provider rather than as an educationally-focused partner. After describing an example of a program where he tried to reach out and work with faculty members to enhance their initiative with an out-of-classroom component, he said, "I don't think we have a relationship of peers. We connect to and provide the services to supplement, but we're not part of the decision making or the overall guidance or the direction."

The missed opportunities at the university resulted not only from failing to work as partners but also from not combining resources. The provost articulated that:

> Crossroads' problem is not unique…but it has greater unrealized potential. As a wealthy institution, Crossroads has a lot of resources invested in student affairs. It also has a lot of resources invested in academic affairs, and, therefore, there is more opportunity for those two groups to work together because it requires a smaller percentage of their total resources to deliver the fundamentals of the programs that they would be responsible for. So, if that kind of collaboration will work anywhere, it ought to work at a place like Crossroads.

During my first week of fieldwork at Crossroads a vice president told me that if the university could harness all the resources (monetary and personnel) and focus momentum around a common set of values and goals, the university could truly stand out as one of the best institutions of higher education in the United States.

<center>Summary of Perspectives on Crossroads' Present and Future</center>

The Crossroads case is particularly intriguing because of the many issues that converged to create an elevated sense of tension on campus during the year of my fieldwork. This tension related to and influenced the relationship between academic and students affairs. The fieldwork was conducted at a time when student affairs, and athletics in particular, was perceived by many to be excelling at the expense of academic affairs. Faculty contended that the balance of power favored student affairs because of comparatively weaker leadership in academic affairs. This imbalance was magnified by the president's style of leadership, which led to a breakdown in communication between the divisions and resulted in the vice presidents competing to defend their own divisions. Limited lines of communication extended beyond the executive leadership and influenced the rest of campus. People distrusted each other and did not regularly engage each other in conversations, often relying instead on institutional email lists. Faculty members were most concerned with academic primacy being threatened because student affairs was

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undermining the intellectual climate on campus. Both faculty and student affairs staff were critical of academic affairs because not enough was being done by professors to engage in students' lives beyond their respective disciplines and outside the classroom, and, linked to this criticism, faculty were not sufficiently active in improving the broader institutional intellectual climate.

A key institutional problem was the limited number of opportunities for substantive cross-divisional contact, resulting in weak lines of communication. This scenario did not encourage people to gather to discuss their perspectives and realize that they share some important common ground, given their interest in wanting to enhance students' educational experience. Instead, people tended to work at cross-purposes. A long-time faculty member (M, T, NS) applied an insightful metaphor to describe the campus setting:

> I look at a university as an orchestra, and right now everything is discordant because we have no conductor. You have your first violin section, your best player, who is saying, "I'm concerned about my violins, and I don't really care what's going on with brass"; and you have brass people saying the same thing, and what happens, instead of hearing a melodic symphony, what you're hearing is almost discordant jazz. It's all over the place now…this cacophony of sound that is not coordinated. That's exactly what we have right now.

The "melodic symphony" emerges through the establishment of a stable, connected, and reinforcing relationship among the Core Elements (mission/philosophy, money, student time), with the leadership and all the divisions supporting the cyclic link among the elements. Instead, at Crossroads the destabilized Core Elements represent the "cacophony of sound."

Some of the issues facing the university were embedded in cultural differences between academic and student affairs that are common regardless of the institution, while others related to particular cultural characteristics found within Crossroads. In addition, there were climatic elements that emerged from the leadership culture and approach at the executive level. The

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cultural and climatic factors are not independent of each other; they are intimately linked within a broader campus ethos. Many people looked to the future at Crossroads and hoped for a more integrated place where communication and leadership strengthened the institution. When I asked a faculty member (M, UT, SS/PS) specializing in "collaborative technologies" to discuss the significance of a sign on his desk, that read "Collaborate or die," he responded by saying, "I can do a lot myself, and so can you, but together we can do a lot more. We can effect a greater change for a greater number of people." He then told me about a sign posted on his door that said, "Information is power, but sharing it will get you even more power." He elaborated on the meaning of that sign, given our conversations, and said, "If we don't bring [academic and student affairs] together and share our vested interests, we are going to remain brick walls between divisions, and it's not going to be healthy or productive for anybody." Student affairs staff and many faculty were hoping for leadership that could bring people together to focus on the positive attributes of their community and harness the energy to move forward together. A senior student affairs professional (M) suggested "people want leadership and want to serve a mission they believe in."

An academic affairs administrator (F) effectively summarized the necessary ingredients for a successful future direction for Crossroads:

> [To] forge ahead, we need to focus the mission; we need to talk about it as a community; we need to plan strategically as a community; and we need the kind of leadership which will bring folks together…instead of claiming turf.

The conflict on campus can be overcome through community dialogue that brings people together in a strategic conversation about the mission of the university. Through my conversations with many people at Crossroads it became evident that this set of conversations can be best realized if leaders harness the passions of personnel within the two divisions in such

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a way that their energies are channeled to flow in the same direction for the same purposes. The potential for this unified approach is represented in the model (see Figure 27) at the bottom of the figure as the "Focal Partnership Link for the Future." For faculty, it was eminently evident that they were most concerned with the intellectual climate. For student affairs, their identities were defined by their roles as educators. The criticisms and misperceptions relating to these two components, arguably, were at the root of the friction between the divisions, but they also hold the most potential as the seeds for partnership. Critical common values, relating to student learning, were expressed by people within the two divisions. The shared interest in student learning, if looked at carefully, dissected, and discussed, has the potential to bring these two groups closer together to operate under a mutually agreed-upon mission and philosophy rather than to push each other away while standing in protective formations, preparing for battle. The key to success is that people work toward this conversation simultaneously from the top of the organization and from the grassroots level with the goal of creating a powerful educational experience for students.
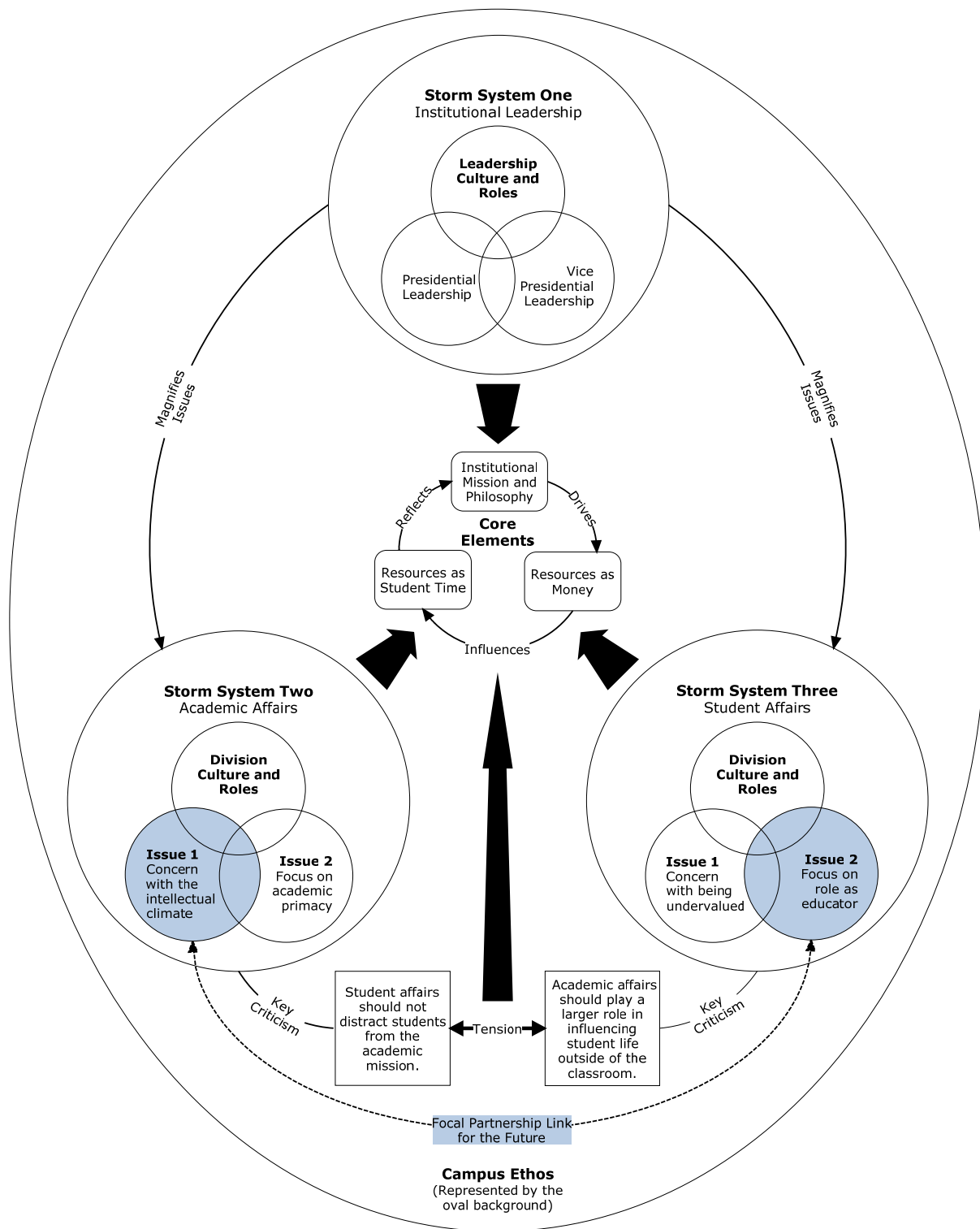
Figure 27. The Crossroads Perfect Storm Model – Focal Partnership Link for the Future Highlighted. The potential focal point for partnership lies in academic affairs' concern with the intellectual climate and student affairs staff's commitment to serving as educators. There are significant shared interests that can emerge from cross-divisional conversations that capitalize on these two academic and student affairs characteristics.

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CHAPTER TWELVE
DISCUSSION

Background of the Study

Over the course of the last two decades, a steady flow of reports, articles, books, and studies has called for educational reforms that focus on two core shifts in higher education. The first reframes the conversations about education and program design so that the focus moves from teaching and delivering instruction to student learning (Barr & Tagg, 1995). The second shift reconceives the student experience as an integrated whole, breaking down institutional compartmentalization that contributes to a bifurcated student experience (Astin, 1996; Baxter Magolda, Terenzini, & Hutchins, 1999; Kellogg Commission, 2000; Kuh, 1996a; Pascarella & Terenzini, 2005; Schroeder, 1996; Schroeder & Hurst, 1996; Terenzini, 1999; Terenzini, Pascarella, & Blimling, 1996).

Calls for both of these transformations are a result of the changing expectations that people have for their own and each others' lives at work and home, and as local and global citizens. Today's students will be entering a workforce where job change will be increasingly common (LEAP, 2007). Workplace success will require employees to continue to learn and construct knowledge on their own rather than acquiring it solely from a teacher or person perceived to be more knowledgeable and with more experience (Baxter Magolda, 1998; Baxter Magolda et al., 1999; Drucker, 1994; Twigg, 1995); local and global community issues, moreover, will also require citizens' active engagement (Astin, 1996; Astin & Astin, 2000; Huber, Hutchins, & Gale, 2005). As a result, employers' expectations for college graduates have changed and students should anticipate receiving an education that prepares them to be successful in the global community. Colleges and universities have a responsibility to help students fulfill these expectations.

Plater (1995) optimistically stated that "the future can be better. I am convinced that higher education will be fundamentally restructured in the next decade, and that we have a chance…to remake the university into a more collegial, stimulating, and varied place than it has become" (p. 33). In the last decade, a "quiet revolution" (Pascarella & Terenzini, 2005, p. 645) has occurred in higher education. The call to action invites faculty and staff to rethink their roles and consider ways to develop educational programs that encourage students to become more actively involved in their education while integrating their disciplinary and experiential learning. As students construct knowledge and develop their capacity for life-long learning, it is important for them to become connection-makers and to take responsibility for their learning. This rich educational experience is accessible to students when they engage faculty, staff, and peers in substantive interactions that help students develop a sense of self through increased understanding of others.

Hersh (1999) explains that "the best education takes place at the nexus of profound intellectual and social/emotional development. Yet most colleges and universities dichotomize the various facets of learning, as if our intellectual, emotional, and ethical lives were compartmentalized" (p. 182). To develop an integrated and transformational educational experience, faculty and staff must work together to create a synergistic relationship between institutional divisions, particularly those responsible for educating students—academic affairs and student affairs. According to Hersh, the "modus operandi" for colleges should be to undo the "false dichotomies and foster a more global and holistic version of education" (p. 182).

This ethnographic study investigated the cultures of the academic and student affairs divisions within one residential liberal arts university to consider the barriers and opportunities that exist when trying to develop a mutually-supportive educational program. The research

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questions focused on how faculty and student affairs staff members perceive their own and each other's roles as educators and how these perceptions influence the potential for cross-divisional collaboration. At Crossroads University, I immersed myself in the campus culture for a complete academic year (August 2003 through May 2004) trying to understand the institutional culture, the divisional cultures, and their interactions. I used a three-pronged strategy for data collection, employing interviews, participant observation, and artifact analysis.

A first approach to data collection for the study was to conduct multiple, semi-structured interviews with faculty and academic and student affairs administrators. In a few cases, I interviewed students and staff outside of academic and student affairs to inquire about particular topics that arose from on-site analysis. Interviews consisted of both formal scheduled sessions and informal casual conversations (Fetterman, 1998). Over the course of the year, I conducted 154 recorded formal interviews with 96 faculty, administrators, and students (4 vice presidents, 50 faculty, 11 academic affairs administrators, 22 student affairs staff, 4 other administrators and 5 students).

A second method used for data collection was participant observation. I observed everyday activities related to developing and implementing academic and student affairs initiatives. Over the course of the academic year, I attended roughly 250 separate meetings and events. My goal during these observations was to learn everything I could about the individuals involved, their perceptions of their environment, and the challenges they faced. I wanted the participants to teach me the intricacies of their work as I attempted to see the world from their perspective (Spradley, 1979).

A third approach was artifact analysis, which involved examining current university planning documents, meeting minutes, admissions/public relations publications, and other

campus reports in order to discover patterns within the text and to learn the organization's espoused objectives (Fetterman, 1998). The data collected in the first two strategies helped me to identify the documents to be reviewed; the interviews provided a setting in which to ask participants about various documents and their contents.

I collected data in the form of field notes and voice recordings. Interviews were transcribed by transcriptionsists and all transcripts were verified for accuracy. Data analysis took place throughout the data collection process and continued in a more in-depth fashion after I left the field. While on site I maintained a journal for ongoing analysis where I noted thoughts and initial interpretations of the case as well as personal feelings and impressions of the field experience. Following the fieldwork period I coded interview transcripts using a software program, *Atlas Ti.* I employed Kvale's (1996) and Bogdan and Biklen's (2003) recommendations for qualitative data analysis involving meaning condensation and coding of meaning units with categories developed from the field, from the literature, and from my own experience as a researcher and a student affairs professional. To interpret the data, I identified patterns and themes and created interpretive diagrams and models to help me visualize how the meaning units were related to each other and to enhance my understanding of academic and student affairs cultures (Angrosino, 2002; Bogdan & Biklen, 2003; Spradley, 1979). I also explored whether existing theory provided a context in which to better understand the data (Jorgensen, 1989; Kvale, 1996; LeCompte & Schensul, 1999).

An additional important step in data analysis was the member checks process (Creswell, 1998). I engaged participants in conversations about emergent themes and asked them to review drafts of my findings. During the fieldwork period, I spoke with participants, particularly the key informants, about my preliminary findings and asked for further clarification on information they

shared during previous interviews or observations (Miles, 1983; Stake, 1995). Later in the analysis process, I specifically contacted particular participants and the participants whose contributions were included in the results and discussion and asked for their thoughts on my interpretation of both their contributions and the case as a whole. There were few objections to the results and discussion material, and I used participants' feedback to rewrite portions of the draft when they shared information that helped clarify a point or where they felt that I needed to provide further explanation.

Van Maanen's (1979) description of ethnographic work, which is to "uncover and explicate the ways in which people in particular work settings come to understand, account for, take action, and otherwise manage their day-to-day situation" (p. 540) guided the study. Senge's (1990b) description of how people have different "mental models" (p. 9) was central to the study as well. Faculty, staff, and students' mental models are comprised of varying perspectives and values pertaining to undergraduate learning and personal development. The mental models guide people's beliefs relating to the current and future Crossroads University. Kuh, Douglas, Lund, & Ramin-Gyurnek (1994) argue that "discovering these models and the assumptions and values they represent is necessary if faculty, academic administrators, and student affairs staff are to collaborate successfully to enhance student learning" (p. 69). The year I spent in the field as an ethnographer provided a wealth of data that revealed that Crossroads was in the midst of a perfect storm.

<div align="center">Summary of Findings</div>

The model depicting the Crossroads Perfect Storm (see Figure 28) includes three "Storm Systems" (institutional leadership, academic affairs, and student affairs) colliding with each other and magnifying the destabilizing effect of each of the three "organizational weather

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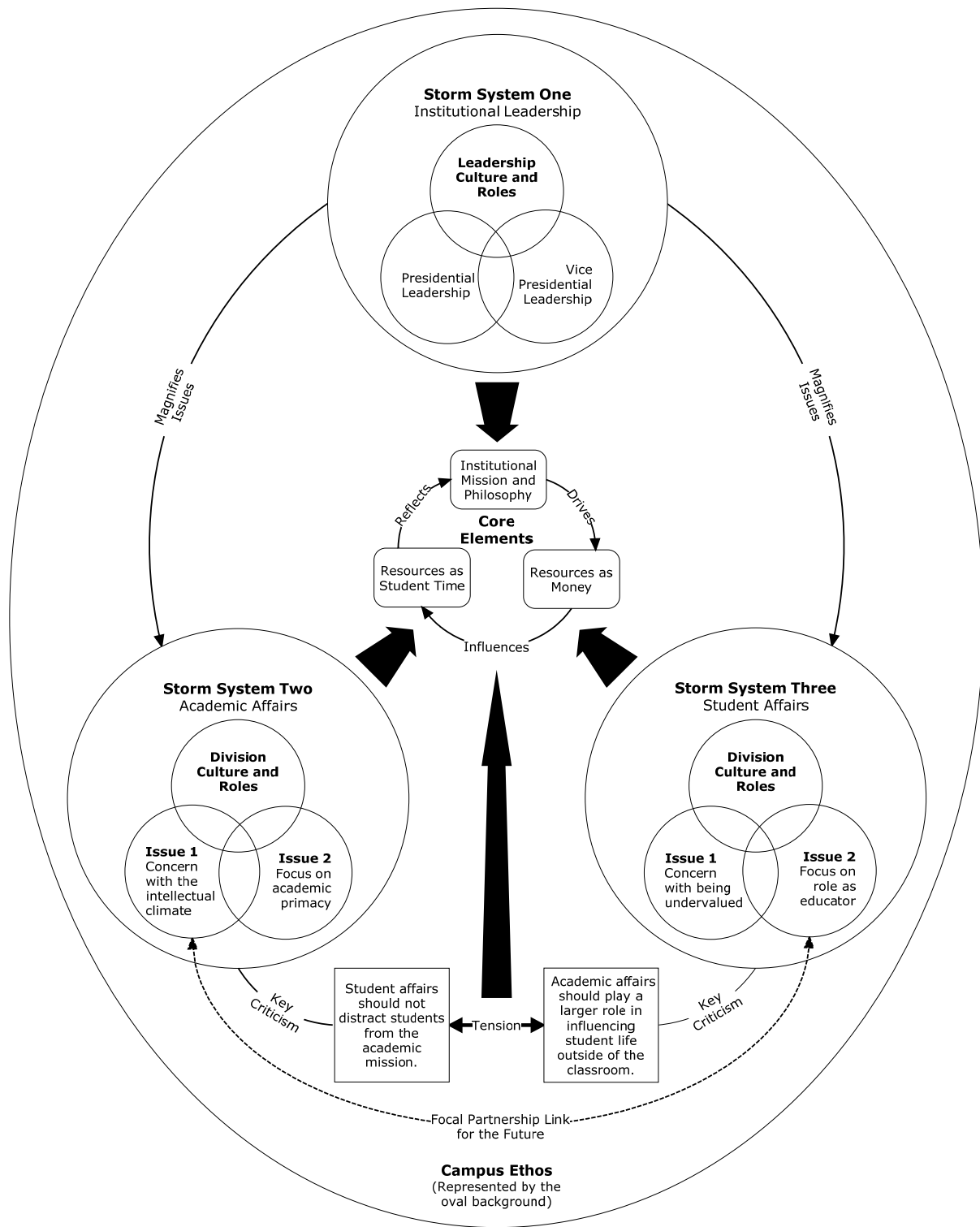
Figure 28. The Crossroads Perfect Storm Model (presented on page 102 as Figure 1). The figure depicts the campus ethos, the interaction among the three Storm Systems (institutional leadership, academic affairs, and student affairs), and the three storms' convergence and influence on the Core Elements at the center of the model.

events." This metaphor and graphical representation shows how the campus is a fragmented and competitive place. The academic and student affairs divisions operated largely independently of each other, and each division appeared to be most concerned with issues that pertained primarily to themselves and their work. This description is consistent with Matthews' (1997) analysis of contemporary campus culture, which she describes as "strongly territorial, but not very social. It's three tribes—those who learn, those who profess, and those who arrange." Each one carries "a great deal of baggage, visible and invisible, [and] all are jealous of traditional boundaries" (p. 36).

At Crossroads, academic affairs was preoccupied with the intellectual climate, a preoccupation driven by a perceived attempt by students affairs to diminish academic primacy. Student affairs professionals were concerned that their role on campus was not valued; staff members reported that others—especially faculty—did not recognize their roles as educators. The preoccupations of academic and student affairs staff were fueled by the leadership storm system. The president created a culture at the vice presidential level that encouraged faculty and staff to operate in a fragmented and competitive style. Any one of these storm systems alone can destabilize a university, but the simultaneous existence and collision of these three weather systems allowed for the formation of a perfect storm at Crossroads.

The academic and student affairs divisions competed over what in the model are called the "Core Elements" (institutional mission and philosophy, resources as money, and resources as student time). Ideally, the institutional mission and philosophy should drive budgetary decisions, which in turn influence the types of programs developed and thus the ways that students spend their time; the circular relationship among these factors is stable and reinforcing. At Crossroads, however, the sense of competition, symbolized by the colliding divisional weather systems over

the Core Elements, destabilized the system, limiting institutional progress in planning for the future.

Beyond hindering institutional planning, the instability within the Core Elements potentially undermines the university's educational impact on students. According to Kuh (2007), student engagement, which Pascarella and Terenzini (2005) note is pivotal to student success in college, is linked to resource allocation and the way that students spend their time. Pascarella and Terenzini say the following about student engagement:

> If, as it appears, individual effort or engagement is the critical determinant of the impact of college, then it is important to focus on the ways in which an institution can shape academic, interpersonal, and extracurricular offerings to encourage student engagement. (p. 602)

Kuh's (2007) explanation of the significance of this finding connects student engagement to the Core Elements:

> Student engagement represents two components. The first is the amount of time and effort students put into their studies, and into other activities that lead to experiences and outcomes that constitute student success. The second is the ways that the institution allocates and organizes its resources, learning opportunities, and services to induce students to participate in and benefit from such activities. (p. 236)

With the academic and student affairs divisions at odds over the Core Elements, and the executive leadership not providing sufficient institutional direction, the university was unable to mobilize its resources in a comprehensive and coordinated manner to enhance student engagement on campus.

Discussions about the future of the university were handicapped because people tried to develop a vision without understanding the current state of affairs and without engaging in difficult and comprehensive conversations about student learning. Senge (1990b) explains that "vision without an understanding of current reality will more likely foster cynicism than creativity. The principle of creative tension teaches that *an accurate picture of current reality is*

just as important as a compelling picture of a desired future" (p. 9, italics in the original). This study reveals the mental models that both enrich understanding about current reality and will, ideally, facilitate future planning.

<center>*The State of Affairs at Crossroads*</center>

At Crossroads in 2003-2004, tired of what they characterized as weak leadership, people reported "more frustration, more edginess, [and] direct assaults" on each other (M, AA, AD)[1]. The tension and competitive relationships between academic and student affairs have been embedded in the institution for years, but the scarcity of resources in 2003-2004, combined with leadership concerns, led to peak levels of frustration. One academic affairs administrator (M) described the tension between these two divisions as "a very bad situation, as bad as I've ever seen it, and it can't continue to be this way." Another academic affairs administrator (F) asked, "Why can't somebody see [the competition] and say, 'Hey this is nuts'…there's years of frustration here that is just simmering now." The vice president for student affairs (VPSA) explained that although the Crossroads case, in his view, is similar to the type of tension existing at other institutions, it is a "more virulent strain."

The unsettled cross-divisional relationships at Crossroads is consistent with Manning, Kinzie, and Schuh's (2006) "Competitive, Adversarial Model" of student affairs practice—one of several traditional models they identified as part of the Documenting Effective Educational Practices (DEEP) research project. The Competitive, Adversarial Model falls within what they called "learning-centered approaches." Although people in both academic and student affairs divisions concern themselves with how students learn and develop, academic and student affairs staff largely operate independently of each other and resist working together. This circumstance typically forms as a result of cultural differences, specialization, institutional growth, perceived

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[1] See page 76 for a listing of the participant descriptor abbreviations

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competing priorities, and weak lines of communication that over time lead to separation and the development of "functional silos" (Schroeder, 1999a, p. 5). Manning et al. note that:

> Individuals strive to do the best that they can within their sphere of influence, and since few others reach out to develop collaborative relationships, the culture evolves to the point where specialization rules the day. Once in motion, this model results in increasing specialization, attention to improvement within the silo, and focus on doing one's narrow definition of "work better." The consequence of this approach is that opportunities are frequently missed. (p. 82-83)

At the core of the problems at Crossroads was a campus culture that worked against the potential for comprehensive institutional dialogue. This lack of communication among people across campus resulted in an absence of common goals or mission, which manifested itself in competitive arguments over how the institution should spend its resources and how students should allocate their time. Rather than coming together to discuss what was best for the institution and for student learning, people remained isolated within their departments and divisions, taking a protective stance instead of a collaborative one. The absence of persistent leadership motivating people toward dialogue magnified the likelihood of continued entrenchment. As a result, faculty and staff could not plan effectively for the future and explore opportunities for coordination.

The work of the academic and student affairs divisions was largely viewed as separate and distinct; a professor (M, T, SS/PS) explained that people within each of the divisions consider their respective "versions of education" to be different. He went on to say that faculty norms are different enough from those of student affairs staff and that it is a struggle to see how their roles in educating students overlap. In large measure, it comes down to different definitions of "education." The faculty who resisted the notion of cross-divisional collaboration typically defined education more narrowly, with a focus on academic disciplines. Faculty expressed a bias against student affairs' more applied and practical type of education consistent with the

perceived bias against applied fields such as management and education. An obstacle at Crossroads was the failure of leaders to reframe the perceptions and this limited executive commitment was reinforced by the fact that many faculty members felt these conversations were not worth their time.

Without ongoing cross-divisional dialogue, the divisions remain polarized with regards to educational priorities—the college either concerns itself with developing an intellectual educational experience or one that attends to educating the whole student. As a result, the relationship between academic and student affairs is conceptualized as a zero-sum game. Each division's contribution to students' education is viewed as incompatible with the other's, leading to questions over such matters as "how many [student] hours are owned by academics and how many are owned by athletics and Students Life" (M, UT, SS). In addition, faculty perceive that when student affairs staff advocate educating the whole student, it really is "code for don't slash my budget" (M, UT, HU) and runs the risk of shifting resources away from academic affairs, thus contributing to the "academic core shrinking into oblivion" (M, T, SS). The cross-divisional competition is greatest between academic and student affairs because they are the only two divisions that share interest in students; and yet, their common interest should be what motivates them to work together more closely to improve students' collegiate experience. At Crossroads, what is missing is a dialogue that leads people to realize that "the consequences of [academic and student affairs] not coming together are going to be worse than staying apart" (M, SA, SR).

The Consequences of Separation

The lack of dialogue across divisional borders has reinforced the bias between the groups and led people within each of the divisions to ask themselves, "What do we want our division to be?" rather than "What do we want Crossroads to be?" An academic affairs administrator (M)

compared the academic and student affairs situation to the Cold War between the United States

and the Soviet Union:

> We have a dynamic where we have such lack of understanding and trust. You think back to the Cold War, and the Soviet Union and the U.S. and how both sides thought the other side was doing everything that they could to screw over the other side.…There was this impending threat that the one side would basically destroy the other side. People on both sides had a mutual distrust and outright hatred at times that was rooted in a lack of understanding, not realizing that people on both sides wanted to live peaceful lives.

Without productive conversations that lead to increased trust, staff within academic and student

affairs are unlikely to appreciate or understand each other's roles, and the two divisions cannot

be mutually supportive in enhancing students' educational experience. As a result, the cold war

between academic and student affairs continues.

Bronfenbrenner (1961), who studied Soviet-American relations during the Cold War, set

forth the "Mirror Image Hypothesis," which suggests that "opponents have similar false

impressions of each other" (Steufert, 1994, p. 795). Bronfenbrenner found that Russians and

Americans held "distorted and irrational" (p. 46) images of each other that contributed to an

escalation of mistrust, tension, and conflict. He explains that it is easier for people to maintain

their existing views of the other, views that are often artificial and perhaps even convenient,

rather than reframe their perceptions. A common "artificially simplified frame of reference" is

the perception that a person or group is either "good" or "bad," and "once such evaluative

stability of social perception is established, it is extremely difficult to alter" (p. 49). Despite

contradictory evidence, this distorted view of reality is reinforced by social pressure within one's

group. People are thus unable to recognize and acknowledge the shared values that exist. They

default into a protectionist stance, yielding to competition rather than pursuing collaboration.

While keeping in mind Bronfenbrenner's (1961) description of the psychological

conditions of the Cold War, I propose that components of the Crossroads Perfect Storm Model

can be used graphically and conceptually to represent the rivalry, tension, and conflict characteristic of academic and student affairs at Crossroads. The ideological struggle in this cold war centers on the definition of "education" and is reflected in the struggle over the Core Elements (the university's mission and philosophy, the way resources are allocated, and the way students spend their time). The strain between the divisions has persisted because staff members within each division have their own definition of education, and each is perceived to be antithetical to the other. Crossroads cannot move beyond its cold war because of a failure to create opportunities to minimize this self-serving bias and begin to see others as they really are.

The Faculty-Centered Model

The bias of academic affairs staff centers on concerns with academic primacy and the intellectual climate on campus, thus defining the Core Elements in faculty terms. This faculty-centered view is represented in Figure 29 where the larger academic affairs circle graphically and symbolically dwarfs the student affairs circle. This depiction means that the Core Elements are defined in academic affairs terms, therefore minimizing the interests of student affairs and their contribution to the university's educational program

On many occasions, student affairs staff complained that their role and, more specifically, their voices, were not acknowledged. They felt that academic affairs limited their ability to influence decisions relating to the Core Elements. An example of this faculty-centered way of thinking emerged in the perception by student affairs staff that two documents—the self-study for re-accreditation and the draft mission statement that emerged from the strategic planning process—represented a largely faculty voice and did not sufficiently capture the contribution student affairs made to students' education. For example, the draft mission statement circulated by the provost stated:

Crossroads University is committed to providing, as its primary responsibility, exceptional educational experiences that stimulate both intellectual and personal growth in a diverse and predominantly undergraduate student body of talented men and women. The high quality of a Crossroads education is fostered by a faculty of dedicated teacher-scholars, dynamic student-faculty collaboration, curricula in both liberal arts and professional studies, and an institutional size small enough to provide a highly personal education, but large enough to afford extensive academic, cultural, and extracurricular opportunities. Crossroads' residential character provides a matrix within which institutional programs and practices exemplify compassion, justice, and mutual respect (Crossroads University, 2002).

Following the distribution of this draft mission, many people in student affairs discussed whether the statement reflected their work. They expressed the view that the portion of the statement that described the "high quality" education spoke only of professors as educators and relegated the role of student affairs to providing "extracurricular opportunities." In the eyes of student affairs professionals, the statement did not acknowledge the active and intentionally-designed contributions student affairs staff make to students' education. The draft mission statement reinforced their sense that they were undervalued.

The Student Affairs-Centered Model

The cold war between academic and student affairs can also be interpreted from the perspective of a student affairs-focused model. The student affairs bias emphasizes staff members' roles as educators as they advocate for a broad approach to student learning, thus valuing student affairs staff's contribution to the educational experience on campus. This set of perspectives focuses on educating the whole student and out-of-classroom initiatives, an emphasis that leads to defining the Core Elements in a way that faculty interpret as an attack on academic primacy and therefore a corruption of the intellectual climate on campus. The student affairs-focused model is graphically represented in Figure 30 with the large student affairs circle influencing the Core Elements in a manner that lessens the institutional focus on academics.

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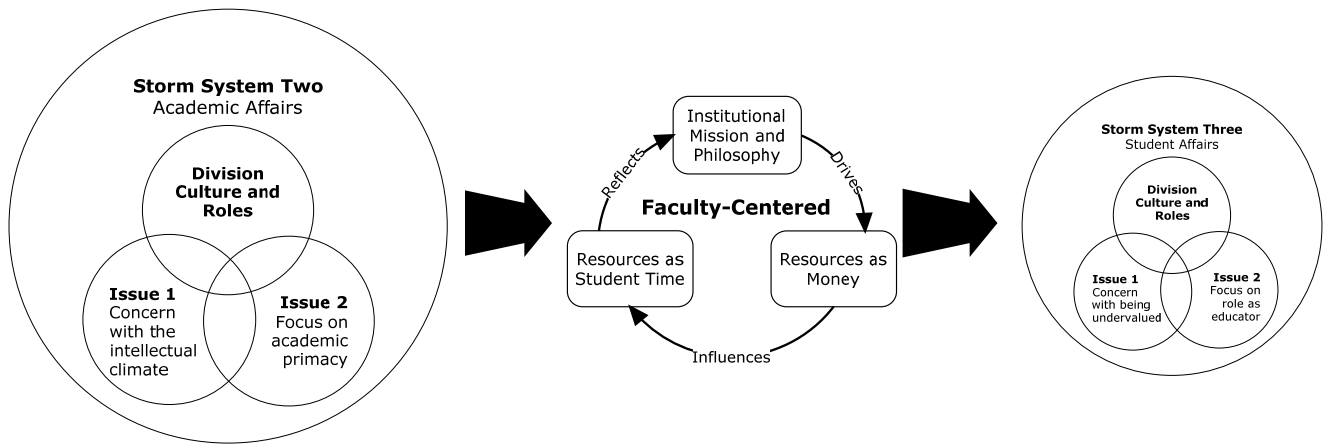
Figure 29. The Faculty-Centered Cold War Model. The figure shows how a faculty-centered approach defines the Core Elements in faculty terms, which minimizes the role and contribution of student affairs.
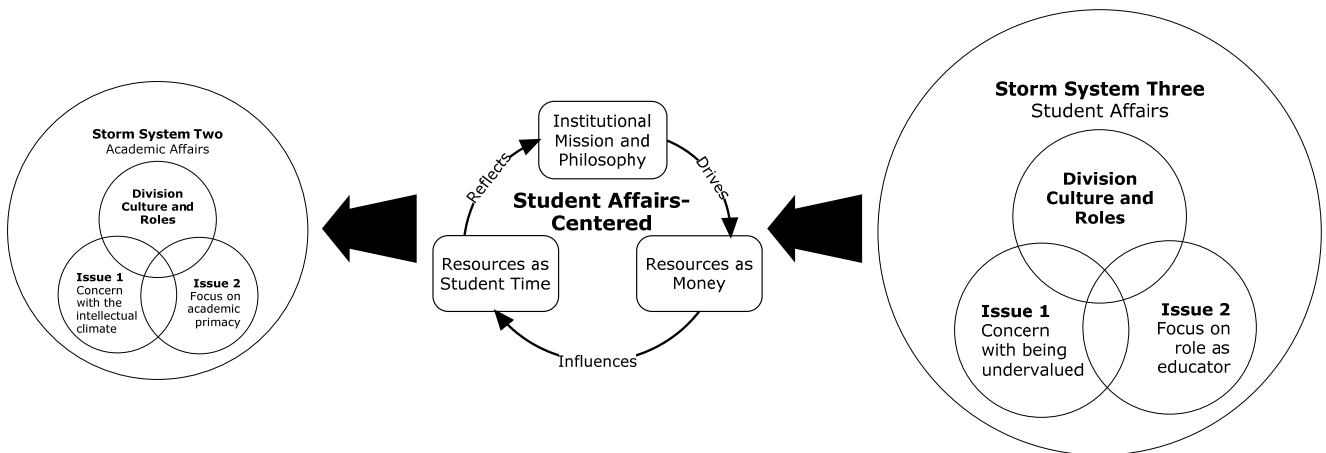
Figure 30: The Student Affairs-Centered Cold War Model. The figure shows how a student affairs-centered approach defines the Core Elements in student affairs terms, which contributes to faculty apprehension about the devaluation of academic primacy and the subsequent effect that weakens the intellectual climate.

In the same way that student affairs staff, on many occasions, expressed the perception that academic affairs dominated student affairs, faculty frequently argued that student affairs overshadowed academic affairs. Faculty believed that the institution had reached a "tipping point," which Gladwell (2002) defines as "the moment of critical mass, the threshold, the boiling point" (p. 12) in which the work of student affairs went from being clearly secondary and

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extracurricular to being cocurricular, competing for the primary attention of students, and thereby distracting them from their academics.

The most salient example of the university's reaching the tipping point was faculty commentary about the construction of the new multimillion dollar athletic facility. One academic affairs administrator (M) described the new athletic facility "as a living monument to what the institution's priorities are." A faculty member (M, T, NS) also explained his concerns:

> There's these facts, that you've spent $45 million on an athletic center, you spend millions of dollars on new fields, hockey field, soccer field, you spend millions of dollars to bring a sports program back, and at the same time faculty are being told that budgets are tight….It's a fundamental expression of institutional priorities.

Because athletics is a part of student affairs, faculty perceived the division to be a "runaway train" and "highly privileged in the current administration and in the current competitive dynamic" (M, AA, AD).

The campus was not conducive to collaborative ventures nor substantive cross-divisional dialogue; as a consequence, the two divisions operated in isolation, seeking to advance their own goals at the perceived expense of the other. Faculty, for the most part, felt that student affairs needed to be "reined in" (F, T, SS) or the academic program would suffer. Student affairs staff members resented academic affairs for isolating themselves from student affairs and not engaging in an inclusive dialogue about the educational mission of the university. At the root of the struggle is the debate over the mission of the university: is it an academic mission or an educational mission?

Implications for Theory

The struggle between whether an institution's mission is an academic one or an

educational one is rooted in the debate over whether an undergraduate experience should be

about the "life of the mind" or about "educating the whole person." The argument is not new,

and one can go back to Hutchins' (1936) and Dewey's (1938) writings to see that their

philosophies and theories of education differed in a similar manner to the conflicting

perspectives shared by faculty and staff at Crossroads University.

Hutchins and Dewey

Hutchins' (1936) philosophy of education focused on students' intellectual development

and emerged from his frustration that colleges and universities were distracted from what he

believed to be their core academic mission:

> The love of money means that a university must attract students. To do this it must be
> attractive. This is interpreted to mean that it must go to unusual lengths to house, feed,
> and amuse the young. Nobody knows what these things have to do with higher
> learning…the emphasis on athletics and social life that infects all colleges and
> universities has done more than most things to confuse these institutions and to debase
> higher learning in America. (p. 10-11)

Hutchins was disappointed that institutions of higher education resembled resorts more than

sanctuaries devoted to intellectual exploration. Institutions, he believed, compensated for their

weak academic programs by enhancing their aesthetic appeal:

> Undoubtedly fine associations, fine buildings, green grass, good food, and exercise are
> excellent things for anybody. You will note that they are exactly what is advertised by
> every resort hotel. The only reason why they are also advertised by every college and
> university is that we have no coherent educational program to announce. (p. 29)

Hutchins' (1936) concern that faculty and administrators did not believe in the

"cultivation of the intellect for its own sake" (p. 31) led him to propose his theory for the design

of higher education. He maintained that institutions of higher education should stand firm in their

"single-minded pursuit of the intellectual virtues" and their "single-minded devotion to the

advancement of knowledge" (p. 32). Hutchins' answer to higher-education's anti-intellectualism

was to propose an academically focused general educational program that would provide all

students with a common intellectual training. His ideal was a college designed solely based on its

academic mission:

> Education implies teaching. Teaching implies knowledge. Knowledge is truth. The truth is everywhere the same. Hence education should be everywhere the same…I suggest that the heart of any course of study designed for the whole people will be, if education is rightly understood, the same at any time, in any place, under any political, social, or economic conditions. (p. 66)

Hutchins (1936) explained that a general education curriculum based on "permanent

studies," or what came to be known as the "Great Books" curriculum, excludes "body building

and character building" (p. 77), as well as "social graces and the tricks of the trades" (p. 77), in

order to concentrate fully on developing the intellect and reasoning skills through the study of

"the best that man has thought" (p. 77). Learning was accomplished though intensive reading and

instruction largely in the context of the classroom, and he believed that "we may wisely leave

experience to life" while engaged in "our job of intellectual training" (p. 70).

During the same period, Dewey (1938) proposed a philosophy of "progressive education"

that was very different from Hutchins' "traditional philosophy." Dewey's philosophy suggested

that colleges and universities have a broader educational mission, one that seeks to enhance

students' intellectual development through the acquisition of knowledge and skills, but one that

accomplishes this goal by linking knowledge with experience and learning through social

interactions. He acknowledged that "educational theory is marked by opposition between the

idea that education is development from within and that it is formation from without" (p. 1). He

espoused an educational system that went beyond the material of instruction and the "acquisition

of organized bodies of information and prepared forms" to also value the "organic connection

between education and personal experience" (p. 12). According to Dewey, the educator must

view "teaching and learning as a continuous process of reconstruction of experience" (p. 111)

where the primary emphasis is on the learner being engaged in linking theory and practice.

Dewey's (1938) belief that an effective education extends beyond subject-matter learning

to include personal experience required careful attention to the many conditions and

circumstances within the educational environment that extend beyond the classroom:

> A primary responsibility of educators is that they not only be aware of the general
> principle of shaping of actual experience by environing conditions, but that they also
> recognize in the concrete what surroundings are conducive to having experiences that
> lead to growth. Above all, they should know how to utilize the surroundings, physical
> and social, that exist so as to extract from them all that they have to contribute to building
> up experiences that are worth while. (p. 35)

The environment surrounding students, Dewey affirms, provides abundant academic and

psychosocial learning opportunities that can be tied to the curriculum to help students make

meaning of the academic content based on their experience and vice versa. Dewey cautioned that

subject-matter and skills learned in isolation from experience is "so disconnected…that it is not

available under actual conditions of life" (p. 49).

This notion is reinforced by Dewey's (1938) principles of "integration" and "continuity,"

which explicate the ways in which learning is connected within and across experiences. Dewey

maintains that "What [an individual] has learned in the way of knowledge and skill in one

situation becomes an instrument of understanding and dealing effectively with the situations that

follow. The process goes on as long as life and learning continue" (p. 42). Students thus acquire

skills that continue the learning process beyond formal education.

In addition to believing in the importance of the learning environment, Dewey (1938)

opposed Hutchins' view of learning as the "acquisition of what already is incorporated in books

and in the heads of elders" (p. 5) because it did not include students as contributors to the

learning process. Dewey believed that traditional education inappropriately created a hierarchy in

which the teacher, instead of the student, directed the purposes of education:

> There is, I think, no point in the philosophy of progressive education which is sounder
> than its emphasis upon the importance of the participation of the learner in the formation
> of the purposes which direct his activities in the learning process, just as there is no
> defect in traditional education greater than its failure to secure the active co-operation of
> the pupil in construction of the purposes involved in his studying. (p. 77-78)

In contrast, Hutchins (1936) reinforced the primacy of teachers over students in arguing that:

> The child-centered school may be attractive to the child, and no doubt is useful as a place
> in which the little ones may release their inhibitions and hence behave better at home. But
> educators cannot permit the students to dictate the course of study unless they are
> prepared to confess that they are nothing but chaperones, supervising an aimless, trial-
> and-error process which is chiefly valuable because it keeps young people from doing
> something worse. (p. 70)

The dialectic between Hutchins and Dewey has implications at the local institutional level, as

described in the Crossroads case, and also at the theoretical level as research and discussion

about the goals and design of higher education continue.

The Traditional and Progressive Philosophies of Education on Campus

The traditional and progressive philosophies of education ultimately imply different

goals, purposes, and curricula for institutions of higher learning. Hutchins' (1936) vision of a

college is one that is teacher- and content-centered, while Dewey's (1938) is student- and

experience-centered. Hutchins' view favors concentration on the academic mission of a

university and emphasizes academic primacy while sheltering students from outside distractions

that could interfere with intellectual training. Dewey, in contrast, champions a broader

conception of education and urges cultivation of students' learning along many academic and

psychosocial dimensions based in "the substance and pedagogy of the curriculum, the

extracurricular activities, and the social interactions" (Ehrlich, 1997, p. 230). Dewey believed

that encouraging meaningful and reflective experiences within and beyond the curriculum enrich and contextualize learning.

The applications of these philosophies to the modern college or university also dictate very different pedagogies and faculty and student roles in the learning process. In addition, depending on the philosophy followed, it affects how the student affairs division approaches its role. At an institution that adheres to a traditional philosophy, the student affairs division would likely be very small and serve a purely service function in support of the academic affairs division. At an institution with a progressive approach, student affairs would likely operate in tandem with academic affairs in promoting educational experiences that engage students as active participants in their education, while cultivating opportunities for continuity and integration within and between the in- and out-of-class aspects of students' lives.

At Crossroads, Hutchins' (1936) and Dewey's (1938) voices can be heard in much of what faculty and staff stated in interviews and talked about in meetings. Academic affairs administrators and faculty advocated for academic primacy and expressed frustration with the way that student affairs, as they saw things, distracted students from the academic mission of the university. To some faculty, student affairs made the campus look more like a "summer camp," or "Club Med," than like an academic institution. They struggled to understand student affairs staff's self-described role as educators because faculty were unsure of the educational content and methods student affairs staff applied in their "teaching." Many faculty members defined the role of educator very narrowly in terms of academic disciplines taught in the classroom setting. This approach keeps academic and student affairs separate, thus bifurcating students' collegiate experience, separating their academic and non-academic lives, as well as their cognitive and psychosocial development.

Student affairs staff and some faculty members supported an approach consistent with Dewey's (1938) philosophy, arguing for the education of the whole person through varied mediums and methods and in multiple settings, both in and out of class. This more holistic approach to education allows students to integrate their learning and be "co-producers of learning" (Barr & Tagg, 1995, p. 15). Whether it is Dewey in 1938 presenting his argument for the value of experience in education, or Barr and Tagg in 1995 focusing on the value in the "learning paradigm," or Baxter Magolda & King in 2004 presenting evidence of the importance of "learning partnerships," they all agree that education is a social process in which "connectedness in growth must be [an educator's] constant watchword" (Dewey, p. 92). At Crossroads, student affairs staff were mindful of the need to cultivate the connectedness, but without effectively communicating the educational role of the division's staff, their identity as educators, which justifies their contribution to the connectedness, is questioned. As a result, student affairs and faculty are limited in their ability to collaborate and keep "connectedness" as a constant watchword during campus planning and day-to-day work.

The Crossroads case depicts a campus climate where one must choose between Hutchins' (1936) or Dewey's (1938) philosophies of education. The debate on campus between "academic primacy" and "educating the whole person" is rooted in different perspectives on the learning process. In Ehrlich's (1997) analysis of Hutchins' and Dewey's philosophies of education he states that "in the realm of pedagogy, Hutchins clearly won. The dominant mode of liberal education is still a pile of books in a closed classroom" (p. 236). Yet, there is evidence that Dewey's belief in experience, as the catalyst for learning, is growing more prominent in higher education. This is exemplified in the increased prevalence of experiential learning approaches like service-learning which may reflect the growing acceptance that experience is an avenue for

learning (Ehrlich; Lindholm, Astin, Sax, & Korn, 2002). According to Ehrlich, experiential learning approaches are arguably "reshaping undergraduate education" which underscores that "how a subject is taught is as important as what is taught" (p. 237).

In terms of educational effectiveness, the theoretical and practical implication of this study is that the campus conversation about education should focus on learning, rather than an argument about the merits of "academic primacy," perceived to privilege academic affairs, or "educating the whole student," perceived to privilege student affairs. These phrases pulled people apart at Crossroads rather than bringing them together. The research evidence presented in the literature review as a rationale for this study justifies consideration of educational strategies that link students' lives in the classroom with their lives outside the classroom. Considering how Dewey's philosophy of education might assist institutions in advancing student learning does not mean that a commitment to intellectual development is curtailed, but rather that it is enriched by adopting a vision of education where faculty, staff, and students come together in a community of learners. As a part of this community, they "learn together and from each other" (Ehrlich, 1997, p. 232) through the interaction of knowledge and experience. Campuses that can achieve a focus on learning are ones that do not necessarily minimize the academic mission of the institution, but surround it with a broader and reinforcing educational mission.

<div align="center">Implications for Practice at Crossroads</div>

Academic and student affairs staff should step back from their respective agendas that have caused the tension and conflict described in this dissertation and, instead, focus on what they share in common—an interest in advancing student education. Schroeder and Hurst (1996) articulate this point:

> [Student affairs] must engage our faculty colleagues in discussions and joint projects that address what really matters in undergraduate learning. This is most effectively done

through extended conversations beyond the often-narrow emphasis on the core curriculum to include the importance of core conditions of learning in our environment leading to core learning experiences for our students; from exclusively teaching-centered and staff-centered environments to student-learning-centered environments; from what is customarily academic to what is uniquely educational. (p. 180)

The path to this collaborative venture is often paved with student-centeredness in mind. Schroeder and Hurst advocate a "student-learning-centered" approach. *Learning Reconsidered* (Keeling, 2004) "advocates for transformative education—a holistic process of learning that places the student at the center of the learning experience" (p. 3). Spanier (2001), President of The Pennsylvania State University, often advocates for a student-centered university. As member of the Kellogg Commission for Future of State and Land-Grant Universities, in a speech at his campus he said:

> In a student-centered university, we must help all students develop essential skills. According to the Kellogg Commission, institutions cannot be anything else but student-centered "for only a student-centered approach has any hope of creating the kind of dynamic learning environment, both in and out of the classroom, that is required for a learning community."

I believe that the term student-centeredness has two linguistic-related limitations. First, in practice "student-centeredness" provokes a negative response from faculty because they interpret it to mean "pandering to student consumerist needs" (M, UT, HU) and the "commoditization of the institution" (M, T, SS). Faculty at Crossroads, for example, were wary and skeptical of the meaning of student-centeredness because some of them interpreted it as undermining the educational values and principles they held as academicians. For faculty, a student-centered model implies that student needs disproportionately dictate the development of the Core Elements and minimize the influence of both academic and student affairs (see Figure 31).
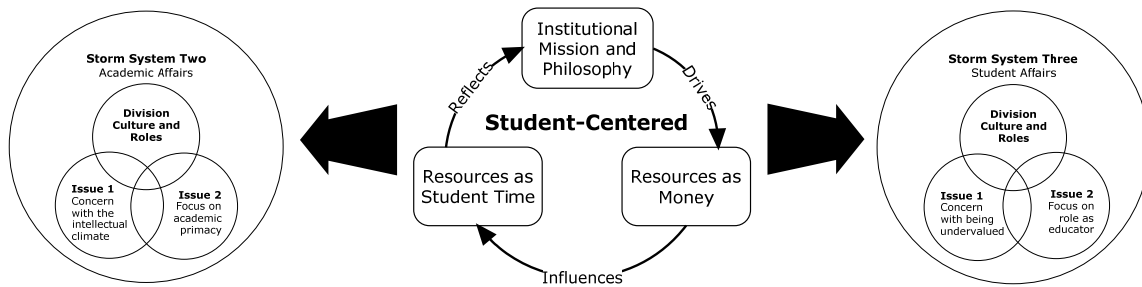
Figure 31. The Student-Centered Model. This figure depicts the perception that if the institution operates in a student-centered manner, then it privileges the student at the expense of the goals promoted by academic and student affairs.

Second, the term "student-centered" can limit the scope of discussion because it focuses all attention on the student as learner. Note again how Schroeder and Hurst (1996) spoke about being "student-learning-centered" and how Keeling (2004) in *Learning Reconsidered* wrote about the "student at the center of the learning experience." As a result of my field work at Crossroads, I believe that in practice all institutional personnel should consider themselves to be learners in order to help the institution evolve as a learning organization (Senge, 1990a; Barr & Tagg, 1995).

The Way Forward—Learning Centeredness

In the learning-centered model, all members of the community are at the center (See Figure 32). Students are engaged learners integrating and making meaning from their in- and out-of-class experiences, while faculty and staff are learners as they engage in dialogue within and across divisional boundaries, considering the priorities, values, and concerns of academic and student affairs in designing the educational program. Engaging in this dialogue as learners rather than instructors with all the answers facilitates mutual understanding and the work that is needed in order to stabilize the Core Elements. This collaborative relationship is consistent with

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Baxter Magolda et al.'s (1999) suggestion that "structurally and functionally, the present

boundaries [between academic and student affairs] must be blurred to reflect joint and

synergistic effects of students' in- and out-of-class experiences on learning" (p. 23). A joint

commitment to enhance students' education replaces the ideological struggle reflected in the cold

war models which favored one position at the expense of the other. When reforming, faculty and

staff approach the opportunity willing to consider multiple perspectives and to look at the

university through new lenses. For example, rather than beginning with a review of academic

programs "and their familiar requisite-structures," the learning-centered model begins with

"students and what they need to be successful" (Ewell, 1997, p. 6).
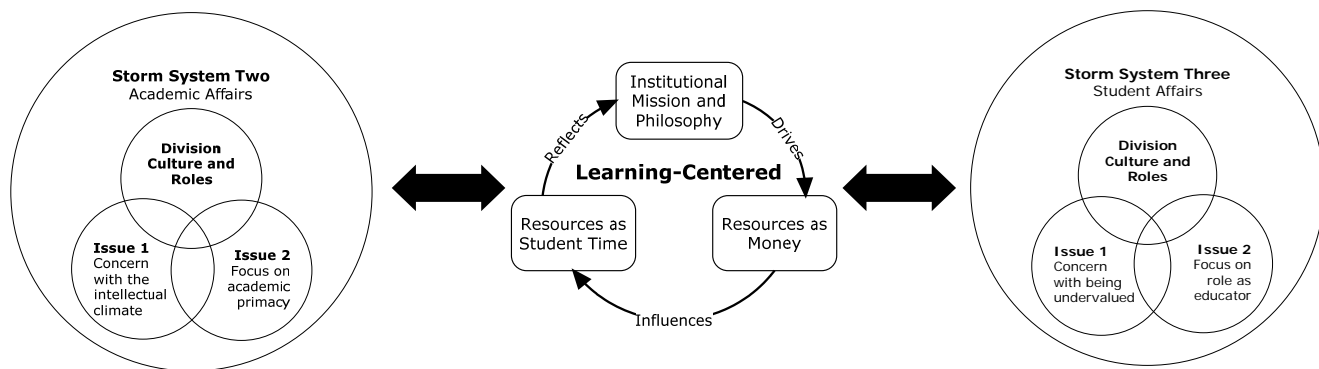
Figure 32. The Learning-Centered Model. The figure shows how a community that focuses on faculty, staff, and students as learners creates a reciprocal relationship between academic and student affairs that values both cultures while acknowledging the issues and concerns characteristic of each division. Both divisions, along with students, stabilize the Core Elements by placing learning at the center of their planning and day-to-day work.

More specifically, within the learning-centered model, all the work is "seen as theory

building and theory testing" (Brown, 1997, p. 8) as faculty and staff engage in cross-disciplinary

and cross-functional learning. This approach creates a campus community ethos that recognizes

everyone "as holding important knowledge and experience, and a role in student development

and student learning" (Brown, p. 10). Consistent with the central assumption of Baxter

Magolda's "Learning Partnership Model," in which "learning is a partnership between learners and educators" (Baxter Magolda & King, 2004, p. 305), my proposition maintains that in the learning-centered model people's roles as learner and educator are fluid (Pascarella & Terenzini, 2005). Students, staff, and faculty should comfortably allow themselves to move in and out of those roles in order to advance the educational mission of the university. Angelo (1993), for example, specifically describes the faculty and staff role as "practicing master learners" (p. 111).

The rationale for a learning-centered approach is based on abundant research. As Tinto (2000) states, "If we were indeed serious in our pursuit of student learning, we would have long ago reorganized ourselves along the lines suggested by the voluminous research on the sorts of environments that best promote student learning" (p. 3). Despite the people who contributed to the cold war-like competitive dynamic on campus, several faculty and staff expressed aspirations consistent with the learning-centered model. A senior student affairs professional acknowledged that faculty members, administration, and students all do things very differently, "but all three need to be involved if Crossroads will really reach its fullest potential." In order to foster integration, a faculty member (M, UT, SS/PS) spoke about the necessity to "remove the attitudes and egos and personal agendas" and instead attend to what is in the best interest of the student. An academic affairs administrator (M) echoed this point in expressing that "we need to, as an institution, be focusing on what the best thing for our students is, and stop this conversation about what's best for student affairs, [and] what's best for academic affairs."

Change as a Cognitive and Social Process

Shifting the campus culture to one that is learning-centered requires change, and in order to achieve change it is important for faculty and staff to embrace their roles as learners. Change involves altering the "current way of thinking and acting by the organization's membership"

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(Gioia & Chittipeddi, 1991, p. 433). This type of alteration, as Gherardi, Nicolini, and Odella (1998) explain, involves learning, which is both a cognitive and a social process. Learning is not only an individual phenomenon where cognitive structures are modified, but also a process that engages the whole community as "people and groups, negotiate meaning of words, actions, situations, and material artifacts" (Gherardi et al., p. 274). Gherardi et al. note that learning is a relational activity and thus "takes place among and through other people" (p. 274). Ultimately, people's participation and interaction advances both individual and organizational learning.

Learning requires moving beyond people's personal sets of assumptions, which Senge (1990a) describes as "mental models" and Argyris (1991) calls "cognitive frames." These structures define the way that people understand situations. Bensimon (1990, 2005) highlights their importance because they serve to "make some things visible," but they also "function as cognitive blinders in that whatever is out of frame may be imperceptible" (2005, p. 101). Social-cognition models of change illustrate how change is "tied to learning and mental processes" (Kezar, 2001b, p. v). According to Kezar, these models focus on a social-constructivist understanding of organizations where leaders help to bring about change by providing opportunities for employees to view the organization through different lenses.

An important component of this reframing is explained by the term sensemaking which refers to "how people interpret their world and reconstruct reality on an ongoing basis" (Kezar, p. 47). Sensemaking, as a social-cognitive approach, is both an individual and social activity (Weick, 1995). Kezar and Eckel (2002) synthesize the work of several authors in defining sensemaking at the organizational level:

> Sensemaking is the reciprocal process where people seek information, assign it meaning, and act (Thomas, Clark, & Gioia, 1993). It is a collective process of structuring meaningful sense out of uncertain and ambiguous organizational situations (March, 1994; Weick, 1995). Sensemaking allows people to craft, understand, and accept new

conceptualizations of the organization (Smircich, 1983) and then to act in ways consistent with those new interpretations and perceptions (Gioia, Thomas, Clark, & Chittipeddi, 1996; Weick, 1979). (p. 314)

In practice, sensemaking is facilitated through committees, workshops, reading groups, professional seminars, roundtables, symposiums, retreats, and town meetings (Kezar, 2001b; Kezar & Eckel, 2002). Kezar (2001b) explains that:

> These strategies provide opportunities for institutional participants to make new meaning—to help members of the institution change how they perceive their roles, skills, and approaches or philosophies….A central component of change is providing vehicles for people to alter their mental models, leading to new meanings and activities. (p. 101)

The social-cognitive approach to change emphasizes the value of cross-departmental or cross-divisional workgroups because discussions in these mixed groups allow people to break away from their traditional silos where they are less likely to be "asked about why they hold particular beliefs" (Kezar, 2001b, p. 103). As a result of this social process, individuals begin to reframe their beliefs, assumptions, and ideas. As Wheatly (1999) notes, for change to occur "the system needs to learn more about itself from itself" (p. 145). A shared vision then has the opportunity to emerge as people embrace the talents of the many people within the organization, which is particularly important within higher education "where there are so many different campus cultures and constituents with very different talents" (Kezar, 2005, p. 56). In studying organizational change in institutions of higher education, Kezar and Eckel (2002) suggest that "large-scale institutional change is about meaning construction" (p. 317), and they found that "those institutions that made the most progress toward their change initiative had processes that allowed campus members to engage in sensemaking" (p. 318).

In the next three sections, I describe the three-part process that engages faculty and staff as learners in the sensemaking process through "intragroup dialogue" and "intergroup dialogue." These dialogues facilitate change and create the foundation for the development of a learning-

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centered campus. The first two parts of the process call on academic and student affairs leaders

to facilitate intragroup dialogue, an internal, reflective evaluation of their respective divisions

regarding their roles on campus, their philosophies and approaches to education, as well as the

key criticisms of their division by the other division. Intragroup dialogue allows people within a

particular group to ponder their own segment of the university and discuss the differences that

emerge within their particular group (Schoem, 1991). Starting down the path to partnership

through the development of greater self-awareness is likely to bring increased clarity of purpose

that may make the subsequent phase—intergroup dialogue—more productive.

Intergroup dialogue aims to develop trust and mutual understanding among different

groups (Schoem, Hurtado, Sevig, Chesler, & Sumida, 2001). Before academic and student affairs

personnel can create successful initiatives together they need to engage in cross-divisional

dialogue that is meaningful and comprehensive in order to discuss each other's roles, values,

priorities, perspectives on student learning, and ultimately the areas where they can identify

philosophical overlap. This interactive process can be accomplished through intergroup dialogue,

which Schoem et al. define as "a form of democratic practice, engagement, problem solving, and

education involving face-to-face, focused, facilitated, and confidential discussions occurring over

time between two or more groups of people defined by their different social identities" (p. 6).

Once a foundation of mutual understanding is established through intergroup dialogue,

discussion of collaborative initiatives has the potential to lead to successful, long lasting, and

meaningful opportunities for student learning. The strength of the partnership is based on

divisional self-awareness (through intragroup dialogue), understanding of the perspectives shared

by members of the other division (through intergroup dialogue), and substantive relationships

that can then facilitate the development of collaborative initiatives and the creation of a coherent

and connected learning-centered campus (see Figure 33).
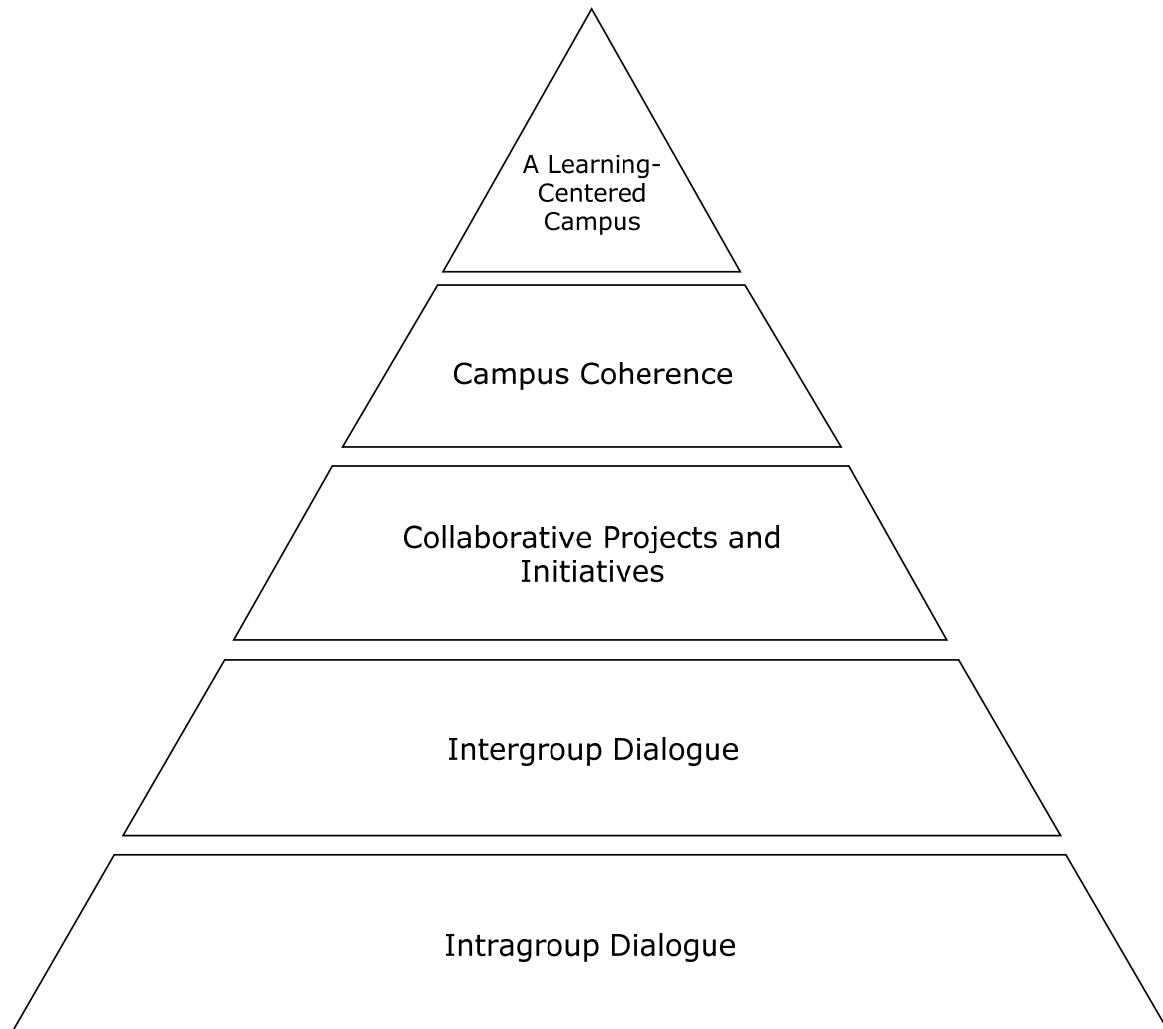
Figure 33. The Learning-Centered Campus Pyramid. The figure depicts the series of building blocks necessary for the construction of a learning-centered campus. The cross-divisional collaboration is built on a two-step foundation of intragroup and intergroup dialogue that promotes cross-divisional understanding.

Intragroup Dialogue

It is one thing to articulate the desire for change and another to take action to realize that objective. Intragroup dialogue is a pivotal yet often overlooked step toward building ongoing partnerships. Magolda (2005) emphasizes the importance of developing greater self-awareness through a self-evaluative process:

> I argue that there is a far greater need for these two subcultures [academic and student affairs] to understand themselves before embarking on a quest to learn about the other. One of the most disappointing aspects of partnerships between these two subcultures is members' lack of awareness of the norms and values that guide their own everyday practices. (p. 20)

Academic and student affairs own "internal audits" (Magolda, p. 20) will reveal the ways that their subcultures influence their actions and their interpretations of their own and each other's work. In the case of student affairs, it is particularly important for them to reflect on academic affairs' claim that student affairs distracts students from the academic mission of the university. For academic affairs, it is important to consider student affairs' criticism that academic affairs is not sufficiently involved in students' lives beyond the classroom and academics.

Student Affairs Intragroup Dialogue

Student affairs intragroup dialogue allows staff to take a step back from their day-to-day work to assess their current approach by asking themselves and each other what theories and philosophies serve as the foundation of their work, how they view students, how they view faculty, how they describe the relationship between their division and academic affairs, and how much student learning is emphasized in their practice (Manning et al., 2006). This intragroup dialogue helps the staff understand how they currently operate, guides them in progressing to more innovative models of operation, and helps them identify ways to minimize the extent to which they are perceived to distract students from learning. Specifically, for student affairs at

Crossroads, intragroup dialogue provides an opportunity to consider how power is distributed within the organization and the factors that increase or diminish the influence of the division.

Technical core or peripheral unit.

Fried (1995) explains that when crossing organizational borders one must be aware of power differences. In the worst of circumstances, "each [group] strives for domination," and in that process some are "disadvantaged materially, emotionally, or in any other area" (p. 87). Student affairs staff feel that they are disadvantaged when compared to academic affairs because faculty do not recognize their role as educator and faculty do not value their contribution to the institutional mission. Rather than exploring ways of changing faculty perceptions of student affairs, I witnessed defensiveness, particularly among senior student affairs officers, whenever they perceived an injustice made against their division. Obrien (1989) argues that this response is exactly what one should avoid: "Defensiveness and/or an exaggerated emphasis on the importance of one's own turf is counterproductive and frequently leads to reciprocal hostility" (p. 285). Instead, student affairs should seek ways to work with academic affairs to establish some level of balance and equity (Fried). To get to that ideal state of balance and equity, student affairs staff must effectively communicate their role and their contribution to the educational mission of the university. Student affairs professionals should be skilled in articulating the details of and the evidence for their educative function. Faculty must be able to understand how student affairs provides advantages to both them and their students.

The lens through which faculty members view student affairs has led many of them to regard the division as a peripheral, service-oriented unit that does not contribute, as faculty members do, to the university's "technical core," or "the part of the organization carrying on the production functions that transform inputs into outputs" (Scott, 1998, p. 105). In the university

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context, the student at matriculation is the input and the student at commencement is the output, and faculty perceive themselves as the ones with the primary responsibility to educate and transform students during the period between the entry and exit events. Faculty see student affairs as a service provider and frequently described its role as "supporting the academic mission." This is consistent with the notion that a peripheral unit buffers the technical core by protecting it from influences that interfere with its work. Although student affairs staff members do indeed have a role in supporting the academic mission, and they recognize that they provide a service function to the university, nevertheless, they identify themselves primarily as educators serving as part of the technical core, which helps "transform inputs into outputs" (Scott, p. 105). The professional identity of student affairs staff is thus a dual one: they are "service-educators"; approaching their work as educators enhances the service they are providing to the institution.

The motivation of student affairs staff to be perceived as part of the technical core has led them to want to engage with faculty in discussions about organizational goals, particularly goals relating to the educational program. Student affairs therefore wants to be a part of what Cyert and March (1963, cited in Scott, 1998, p. 289) call the "dominant coalition," which at Crossroads is made up largely of offices and departments within academic affairs. Each group within the dominant coalition is pursuing certain interests, and student affairs staff want their interests represented when people gather to talk about the student experience. With a desire to be a part of the dominant coalition, part of student affairs' intragroup dialogue must consider what factors influence power and position within the organization. Power should not be viewed as a zero-sum game. The idea is not to acquire power at the expense of academic affairs, but rather to recognize how power differentials influence roles and how the way student affairs staff approach

their work either maintains their place as a peripheral unit or helps justify their membership in the dominant coalition and technical core.

According to Hawley (1963), "every social act is an exercise of power, every social relationship is a power equation, and every social group or system is an organization of power" (p. 422). Power dynamics exist in every social interaction because people are continually affecting one another. Student affairs' intragroup dialogue is intended to explore their role, how they are affecting the people around them, and how that affect is influencing their level of power as a unit. Hickson, Hinings, Lee, Schneck, and Penning (1971) present three elements that influence a subunit's acquisition of intraorganizational power—coping with uncertainty, substitutability, and centrality. "Power," in the case of this study, is defined in terms of "role respect" that justifies membership in the technical core. For student affairs to increase the degree of role respect within the institution it is vital that they evaluate themselves according to these factors and be able to demonstrate that their division contributes to the university's educative work.

Coping with uncertainty.

Subunits that manage uncertainty more effectively are more likely to gain power. "Uncertainties" are factors that negatively affect an organization's inputs, throughputs, or outputs and interfere with the work of the technical core (Hickson et al., 1971). Hickson et al. explain that "by coping, the subunit provides pseudo-certainty for other subunits by controlling what are otherwise contingencies for other activities. This coping confers power through the dependencies created" (p. 220). The more that student affairs is seen as contributing to the mission of the university by addressing student needs and minimizing impediments to student learning, the greater power it will have on campus. The power emerges as academic affairs staff

members increasingly depend on student affairs to create a culture that is conducive to student learning. Student affairs' ability to cope with uncertainties relates most closely to the division's service role as staff members seek ways to most effectively support the academic mission.

Student affairs staff must explore ways to communicate better what they are doing to enhance the academic climate, which is also likely to minimize the perception that student affairs is enabling problems by providing students with "extra obligations" (F, UT, SS) that distract them from their work. Moreover, student affairs should communicate the goals of their program explicitly so that students and faculty understand how their programs contribute to students' academic success. For example, addressing uncertainties in the context of higher education relates directly to student affairs' role in applying Maslow's (1954) "Hierarchy of Needs" model. Student affairs staff must be able to communicate how they offer the support and personal development scaffolding that provides students with the physiological, safety, belonging, and esteem needs that allow for self-actualization, thus facilitating learning at a high level.

Some professors at Crossroads acknowledged that the problems that happen outside the classroom affect what goes on inside the classroom. They also noted that faculty are increasingly less willing to provide the support necessary for students to overcome personal struggles and to confront students on behaviors that distract them from coursework. As a result, there has been an increased dependency on student affairs staff. To develop a sense of partnership, though, academic affairs cannot simply default to student affairs to address uncertainties. Student affairs staff need to create the conditions within which faculty can see them as a worthwhile resource and worthy partner in improving the intellectual climate on campus.

Substitutability.

The second component to Hickson et al.'s (1971) theory is that a subunit's power is influenced by the degree to which the work of the given subunit can be completed by an alternate source or by the extent to which the staff within the unit are replaceable. Hickson et al. propose that "the lower the substitutability of the activities of a subunit, the greater its power within an organization" (p. 221). Improved relations across the divisions depend on whether student affairs staff can demonstrate their expertise and value to the institution. Significantly, student affairs must also be able to show how their formal education and experience in the field contributes to the enhancement of students' education and in ways that are unique when compared to the faculty approach.

Student affairs staff believe their role and expertise is important and cannot be eliminated or substituted because of the intentionality and purposeful design of their work. As one student affairs staff member (F, EL) explained, "We serve as curbs in the road that shape the road and we stay back while [students] drive, but when we see them veer off-course, we close in and change their direction a little." Student affairs staff capitalize on teachable moments to shape the road in a developmentally and educationally appropriate manner because they set about to do their work as educators and not solely as service providers. Their education and training prepare them to "understand where a student is at a particular point in life in order to move them to the next place" (F, SA, SR), and it is this background that makes them educators rather than customer service agents. Student affairs' power will increase if the expertise that they bring to their positions is apparent, respected, and considered imperative for the institution to provide a high quality education. In a community that values education and training within disciplinary

fields, it is fundamental that student affairs staff demonstrate the links among their education, their approach to the work, and their contribution to the educational mission of the institution.

Centrality.

The third power factor relates to the extent to which a subunit is central to the organization. Hickson et al. (1971) define *centrality* as having two components: *pervasiveness*—"the degree to which the workflows of a subunit connect with the workflows of other units"—and *immediacy*—"the speed and severity with which the workflows of a subunit affect the final outputs of the organization" (p. 221-222). The concept of pervasiveness relates directly to the notion of collaboration; the more that student affairs partners with other divisions to accomplish the institution's work, the more power the division will garner. It is therefore valuable not to operate in an insular fashion and instead become part of the interconnected web of operations across campus. If student affairs workflows can more naturally link with academic affairs workflows, then their role as educators is more likely to be acknowledged.

The second component of Hickson et al.'s (1971) concept of centrality, "immediacy," relates to the contribution of student affairs to students' educational gains and personal development. The more that faculty perceive that student affairs staff contribute to students' education, the final outputs, the more power it will earn within the organization. Student affairs needs to demonstrate in practice and through assessment that their work indeed contributes to student learning and development.

When it comes to centrality and, in particular, pervasiveness, student affairs at Crossroads is faced with a significant challenge as it evaluates its place within the institutional climate and culture. Many people in academic affairs struggle to see how and why student affairs' work links directly to their own work at the technical core. Professors emphasized in

interviews that student affairs is a "supporting organization" (M, T, PS), that academic affairs is solely "*the core*" and "the reason the whole place exists" (M, T, NS), and, accordingly, that student affairs is "by definition not involved in the formulation of an educational mission" (F, T, HU). One professor stated, while chuckling (M, T, SS):

> [Student affairs] is not central! I can't imagine it being central! If it's central then we need to call [the university] something else, a community center, maybe, but not an academic institution. An academic institution says that academics is the mission of the university.

This statement is consistent with the philosophy that the college should be predominantly focused on the "life of the mind" as Hutchins (1936) argued. However, student affairs and some people within academic affairs believe in a philosophy more in line with Dewey (1938) that the university serves a broader educational role. Consequently, as discussed earlier, there is an underlying debate at Crossroads over whether the mission of the university is an academic mission or an educational mission. If the mission is solely academic, then student affairs serves in a supportive function, and the division must become comfortable with their role in addressing uncertainties and not be concerned with centrality and being a part of the technical core. If the mission is designed and interpreted to be educational, then student affairs must explore, through their intragroup dialogue process, how they can improve the potential for pervasiveness.

While student affairs staff and some faculty believe that student affairs should be considered a core contributor to the educational mission, many believe that student affairs has not reached that level of development at Crossroads. Student affairs staff expressed an interest in fostering an intellectual and educational environment on campus that is conducive to learning, but "faculty are concerned sometimes that it's not quite so clear how effectively [student affairs is] doing that" (M, T, PS). Some faculty simply do not know who the student affairs staff are, what they do, or what the service and educational goals are for the division. Mitchell and Roof

(1989) emphasize the importance of familiarizing faculty with the philosophy of student affairs

work so as to minimize the knowledge gap that is present at institutions like Crossroads. This

concern relates to the second component of centrality, "immediacy," because it is not clear to

constituents outside of student affairs how the division is contributing to student learning and

affecting the "final outputs of the organization" (Hickson et al., 1971, p. 222). Therefore, the

division's intragroup dialogue process must yield plans for demonstrating to all constituencies

the ways in which student affairs directly influences student learning and development.

A final, but important, point about centrality. Student affairs staff at Crossroads do not

claim that their role is "more central" (M, T, SS) than academic affairs, nor do they minimize the

fact that academic affairs is and should be primary at the institution. They merely advocate

sharing space in the center as partners within the technical core. Ultimately, student satisfaction

in higher education is based on the quality of both students' academic and out-of-classroom

experience. An academic affairs administrator (M, T, NS) explained:

> We're a residential, liberal arts oriented college, which deals almost exclusively with
> traditional students, who are full-time, living with us right out of high school or prep
> school, and they're willing to pay a hearty hit not only for academic quality, but for a
> truly transformational experience, which involves student life every bit as much as it
> involves the academic life.

In the national dialogue calling for educational reform, student affairs is perceived to be

less of a peripheral unit and more of a core unit, with functions that are "essential to the central

mission of an institution" (Hackman, 1985, p. 62). Student affairs has been shifting from a

division whose power depended largely on its ability to cope with uncertainties as it supported

the academic work of the university to one that also has become a more central player

contributing to the educational mission of a university. As partners in the educational enterprise,

however, student affairs must design their programs so that they do not undercut students'

academic achievement and personal development. While Dewey (1938), for example, supports

experiential education, he also cautions that not all experiences contribute to learning and

growth:

> Experiences may be so disconnected from one another that, while each is agreeable or
> even exciting in itself, they are not linked cumulatively to one another. Energy is then
> dissipated and a person becomes scatterbrained. Each experience may be lively, vivid,
> and "interesting," and yet their disconnectedness may artificially generate dispersive,
> disintegrated, centrifugal habits. The consequences of such habits is inability to control
> future experiences. (p. 14)

The intragroup dialogue within student affairs should be an opportunity to look inward and

honestly evaluate what the division is doing or is not doing to facilitate learning.

Academic Affairs Intragroup Dialogue

As with student affairs, I suggest that academic affairs engage in intragroup dialogue to

understand the many perspectives and approaches to conceptualizing a liberal arts education at

Crossroads. This preliminary internal dialogue can maximize the potential for effective cross-

divisional discussion about the future of Crossroads. The review should focus on three areas that,

if addressed, have the potential to produce a campus more capable of supporting student

learning. First, intragroup dialogue should provide the opportunity to discuss a shift from a

largely faculty-centered approach at the university to one that is learning-centered. Second, as

faculty focus more on student learning, it will be important for them to consider how they can

influence students' lives in ways that extend beyond the classroom and that ultimately influence

the intellectual climate on campus. Third, it will be important for academic affairs to engage in a

comprehensive dialogue about educational philosophies and strategies based on what is known

today about learning.

An important component of the intragroup dialogue includes revisiting the Hutchins-

Dewey debate mentioned earlier to discuss the nature, purpose, and educational process of a

liberal arts education for the contemporary college student. Part of this conversation focuses on moving from a narrow view of education and teaching to a broader definition that extends beyond the disciplines; this dialogue is also meant to help people recognize and value the nexus that exists between intellectual development and personal development. In addition, many opportunities are available if faculty are open to incorporating constructivist learning theory into their work with students in order to facilitate a move from an instructional paradigm to a learning paradigm. Reflecting on and evaluating their philosophies and practice has the potential to change not only the way that faculty interact with students, but also the degree to which they are open to recognizing student affairs as part of the technical core.

Moving away from faculty-centeredness.

At Crossroads, faculty are dedicated to students and their success. The sense among many people at the university, however, was that too many faculty members view their life in a faculty-centered rather than learning-centered manner. As one academic affairs administrator (F) explained, "one of my doctoral advisors used to talk about academics as ivory towers, and that there were little professors in their fiefdoms, in their turrets, and I never experienced that until I came here." Many professors appeared to be territorial and argued that valuable collegiate learning could only happen in the classroom. This bias emerges from a perceived need to protect academic primacy; one professor (M, T, SS/PS) stated that faculty members have "massive amounts of ego" that lead them to be very protective against any threat to their positions. This approach contributes to the development of silos and limits the potential for cross-divisional partnerships and, even, at its most basic level, hampers relationship building. A faculty member (F, T, SS) explained that over time there has been a drift toward individualization. This drift was

quickened by the institutional leadership approach that today has people "always thinking in individual terms without thinking of the greater good."

Plater (1995) compares the need for academic reform to "the revolution already underway in health care," a revolution that is in part responding to the fact that physicians have "ignored primary care in favor of personal, specialized interests" (p.23). Similarly, faculty have become increasingly more discipline-focused, which has led to a "gradual disappearance of the faculty from the campus" (Botstein, p. 215) with their time and energy invested most heavily in their department at the expense of the broader campus community. The result is that professors no longer are the "dominant adult figures in residential campus life" (Botstein, 2005, p. 215). It is not a new concern that faculty are distancing themselves from the broader institutional context into specialized pockets of the university. Over the past several decades the literature has addressed the fact that institutions have drifted to a place where they celebrate faculty disciplinary success at the expense of their affinity and commitment to the institution (Rau & Baker, 1989); professors are not a part of the "*total life* of the institution" (Wood, 1991); and, as a result, the "'university community' has become something of a polite fiction" (Kellogg Commission, 2000, p. 29).

Zemsky, Wegner, and Massy (2005) explain that between 1940 and the late twentieth century the focus of faculty efforts shifted. They call this phenomenon the "academic ratchet:"

> At work over the decades was an "academic ratchet" that had steadily disengaged each faculty member's greatest energies and attention from his or her home institution. Each turn of the ratchet further displaced the norm of faculty from institutionally defined goals and toward the more specialized concerns of research, publication, professional service, and personal pursuits. (p. 25)

In its most extreme state, Zemsky and his colleagues describe some modern day faculty as "independent contractors" and state that "even while 'at' the university, these faculty were less

likely to be 'in' or 'of' their institution—less likely to take an active role in governance or to consider their own future as necessarily conjoined with that of their institution" (p. 28). I would not describe the majority of professors at Crossroads to be "independent contractors" but they are a part of a broader national trend where faculty are "increasingly detached from the life of their university" (Zemsky et al., p. 28).

Part of the struggle for faculty members is the competing sets of demands they face in their roles. Colbeck (2002a) studied faculty at research universities and found that half the participants believed it to be challenging to balance teaching with other faculty responsibilities. Participants in Colbeck's study stated that teaching was often the role in which they "cut back." Fairweather's (2002a) research investigated faculty productivity at multiple types of institutions and found that while the ideal is the teacher-scholar that "presumes simultaneous productivity in research and teaching," it does "not reflect the difficulty in achieving such a mix" (p. 43). Fairweather found that "few faculty are able to achieve above average levels of teaching and research productivity at the same time" (p. 44). It is a particular struggle for professors to publish while they are carrying above average teaching loads and this is further exasperated if the faculty members employ active or collaborative instructional techniques. Professors find themselves needing to choose between high student contact or their pursuit of publication.

Colbeck (2002b) and Fairweather (2002b) discuss how decisions professors make regarding how they allocate their time at work depends on their perception of how their institution defines and evaluates their role. The informal manner in which faculty members "draw their own conclusions based on promotion and tenure decisions (Fairweather 2002b, p. 105)…is inefficient and can be misleading" (p. 106). Fairweather (2005) studied whether recent emphasis on teaching, learning, and restoring a balance between teaching and research is

reflected in faculty salaries. He found that focusing on one's time on teaching in the classroom continues to be associated with lower salaries, even in liberal arts colleges, which he characterizes as "the most teaching-oriented of all the institutions." Fairweather (2005) found that "hours spent in the classroom changed from a neutral to a negative factor in pay" (p. 417). The positive factor in pay for all types of institutions proved to be publishing productivity. Fairweather (2005) summarizes the findings saying that "teaching undergraduates is as undervalued as ever" (p. 418) and that the results "should give us all pause to consider the fit between our rhetoric about the value of teaching and the rewards actually accrued by faculty who teach the most" (p. 418).

Leslie (2002) describes the "conundrum" that exists because of the apparent mismatch between the extrinsic incentives that reward research and publication and the personal fulfillment faculty members receive from teaching. His study shows that faculty "express an impressive normative unity about the value of teaching and intrinsic satisfaction they derive from it" (p. 70). He found that faculty on average were more willing to teach and be rewarded for teaching than to pursue higher paying positions that meant doing more research and publication.

In addressing professors' roles on campus one must also consider the third and often minimized role—service (Ward, 2003). Given the current faculty definition of roles, it is through service that faculty would be recognized for their engagement in the broader campus community that extends beyond their disciplinary and departmental responsibilities. Fairweather (1996) and Ward explain that the concept of service can be defined as "an extension of teaching" (Ward, p. 58) as faculty engage with students in their social and intellectual development outside the classroom. Ward further explains that national calls for greater faculty involvement in campus life have led to "a new vision for colleges and universities: an engaged campus that is committed

to its students and faculty and fulfilling its traditional role in teaching and training students and citizens" (p. 1). Part of this vision involves redefining service so that it is no longer "vaguely understood and defined" (p. 2) which leads it to be perceived as less meaningful than teaching and research.

It appears from the research and from observations at Crossroads that faculty members are not sufficiently rewarded for engaging in discussion about how to design a campus community that most effectively educates students. As an example, in the case of Crossroads, if the institution is changing professors' expected teaching load so that they have fewer classes, then resulting discussions should focus primarily on how the changes may influence student learning. Intragroup dialogue would provide the academic affairs division with the opportunity to rethink and redefine its approach to education and to design policies and practices that reward learning-centeredness.

More generally, the academic affairs intragroup dialogue can allow faculty to consider how they conceive of their role, to discuss the disconnect that exists between intrinsic and extrinsic rewards, to reflect on how they can more fully engage in the life of the institution, and to explore the inherent implications that result for policy and practice. The dialogue can expose institution specific perspectives on faculty reward structures, expectations, and workload. A pivotal component of this analysis is discussion on the optimal degree of emphasis on teaching and professors' engagement in life beyond the classroom.

Faculty influence outside the classroom.

The research literature supports the notion that professors influence student learning outside the classroom and that their involvement in students' lives beyond what is strictly course-related can have a significant influence on their intellectual development, and personal

development, as well as the intellectual climate of the campus (Terenzini & Pascarella, 1994; Umbach & Wawrzynski, 2005). Faculty serve as "major agents of socialization" (Terenzini & Pascarella, p. 31), and if that influence is limited to the approximately 15 percent of the time students are in class or in class-related activities, then many opportunities for intellectual and psychosocial integration are being missed.

Many people at Crossroads discussed the importance of an adult presence in students' lives. The most intriguing explanation entailed the notion of "tribalism," which relates to people's dependence on community. A participant at Crossroads (M, SA, ML) explained that within tribes, there is an "intermingling of generations," with people living closely together as a collective rather than focusing on the individual. He expressed frustration that today's society encourages individualism at the expense of community, and yet he was optimistic because the university is one of the few institutions in modern society that can transform itself to accommodate the increased need for community. To accomplish this transformation, faculty must be engaged members of the campus in ways that extend beyond the classroom, laboratory, and office so that students can develop relationships with faculty in both formal and informal settings. According to Botstein (2005):

> The benefits of informality include the increased probability that some admirable adult who is not a relative might have an active role in the life and career of a young adult. The interest shown by faculty has accounted for a good deal of the positive and confidence-building learning experiences of undergraduate life. (p. 218)

A campus that values this type of role for faculty has a greater likelihood of creating opportunities for the "intermingling of generations," while minimizing the existence of the "age segregated" (p. 218) campus, which Botstein feels is all too common today.

Extending the faculty role beyond what is strictly discipline-related and linked to the classroom is both the responsibility of individual faculty members and academic affairs leaders.

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Faculty at Crossroads clearly expressed that they constantly evaluate the best use of their time as they struggle with the demands of their position and seek to find a healthy balance between their personal and professional lives. Faculty feel that they have no more time to give, and if they are expected to have a greater role with students outside the classroom, then something else in their lives has to be given up. Terenzini and Pascarella (1994) argue that faculty workload policies and reward systems contribute to a "narrow conception of the faculty member's sphere of influence" (p. 31); if that sphere is to be widened, then institutional operational structures may have to be reviewed and revised.

Beyond managing the balance within professors' work life, Crossroads University faculty, like their counterparts around the country, also struggle with the balance between work and home. Zemsky et al. (2005) explain that "by the mid-1990s, women had won a permanent and expanding place in the academy. Increasingly, academic spouses had jobs and careers of their own and expected partners to share in the running of the household and raising of children" (p. 28). More specifically, faculty time on campus and their level of engagement beyond what they feel they must do for tenure and promotion is limited for two reasons. First, professors no longer necessarily live near or adjacent to campus as couples make accommodations for their dual-career lives (Zemsky et. al). Second, faculty have difficult decisions they must make as they attempt to evaluate their perceptions of bias against or acceptance of their role as caregiver (Colbeck & Drago, 2005; Drago et al., 2005). In this assessment, teaching, research, and family are primary and all other responsibilities are likely to be low on their priority list given common interpretations of the tenure and promotion reward structure. As discussed earlier, a review of faculty priorities and their sphere of influence is pivotal as the institution evaluates its approach to educating students.

The intragroup dialogue self-audit responds, in part, to the criticism expressed by student affairs staff and fellow faculty members of professors' lack of involvement in students' lives, but this need for review also responds to faculty members' own critique of the intellectual climate on the Crossroads campus. Part of changing the intellectual climate involves asking professors to consider the ways that academically-related factors such as student evaluations of faculty, academic rigor, and grade inflation influence it. In addition, if professors want to see a shift in the climate, then it is important for them to be active participants as agents for change. Gettysburg College's provost provides an example of how this responsibility can be expressed to faculty. She addressed this topic at the first faculty meeting of the 2007-2008 academic year:

> Another area that I'd like us as a faculty to be thinking about this year is our intellectual climate on campus….I've heard many faculty wish for more intellectual vitality on campus among our students. I think we as a faculty need to model for our students what we expect of them—high standards, intellectual passion, integrity, tolerance for different viewpoints, and perhaps most of all curiosity. Of course a pinch of compassion wouldn't hurt either. This is our atmosphere to create, and I do think that we can have big impact on the climate here as we interact with students inside and outside of our classrooms. (J. M. Riggs, personal communication, September 7, 2007)

In her speech she emphasized professors' role in changing the intellectual climate by rethinking the way they approach their interactions with students in all campus settings. To encourage greater intellectualism among students and to develop an appreciation for life-long learning, faculty need to be involved in "redefining the distinction between what we consider work and play" (Botstein, 2005, p. 221). Faculty at Crossroads resented the growth and pervasiveness of student affairs in recent decades, but, in part, the growth resulted from faculty members stepping aside from students' broader campus experience, which created an intellectual vacuum outside of the classroom that the student affairs division has filled. Student affairs has a responsibility for making sure that the out-of-class experience is consistent with the institutional mission and

goals, but faculty must also be held accountable for their role in planning for the campus culture and climate that extends beyond the formal curriculum.

Faculty should be acknowledged for creatively exploring ways that their involvement in out-of-class opportunities can "reinforce and enrich formal education" (Botstein, 2005, p. 229). At a place like Crossroads, with its high expectations for both teaching and scholarship, the diminishing value placed on institutional service, beyond what is clearly academic, has led to a campus ethos in which faculty members shift their priorities "away from close engagement with campus life outside the classroom" (Botstein, p. 216). As a result, the university is not capitalizing on the talent and energy that faculty can contribute to enhancing the intellectual climate.

Faculty philosophy of education.

The reframing of the professor-student relationship outside of the classroom begins in the classroom. The division's intragroup dialogue must focus on what is known today about student learning in order to improve practice. According to Angelo (1993):

> For far too long, most college faculty were uninformed about applicable research on learning and teaching, and far too many were dismissive of its potential value. Imagine if other applied professions such as medicine or engineering took the same dim view of research! (p. 112)

Barr and Tagg's (1995) analysis of the potential for a paradigm shift from instructional delivery to learning outcomes is based on an increased appreciation for student needs and objectives. As they see it, it is not only the faculty member's personal agenda that dictates the course design; the faculty member and students are partners in knowledge formation (Baxter Magolda & King, 2004) as they develop "collective learning objectives" (Plater, 1995, p. 27). Based on a constructivist pedagogy, this type of education empowers learners as active participants in the

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classroom while challenging them to integrate their knowledge across their academic and non-academic lives (Brooks, 1990).

A study comparing faculty teaching practices demonstrates that between 1995 and 2001 there was an increase in the percentage of professors who use learning-centered approaches in their teaching (Lindholm et al., 2002). Such a change is becoming evident at Crossroads; some professors described innovative approaches to their work with students and expressed an appreciation for the benefits that come with a more learning-centered and holistic view of education. These same faculty members, however, believe their voices are not sufficiently heard because of a dominant faculty culture that has a very narrow view of education which operates within the Instruction Paradigm rather than the Learning Paradigm (Barr & Tagg, 1995). The divide between dominant and non-dominant coalitions among faculty themselves has prevented widespread acceptance of constructivist pedagogy that comfortably and without political consequence integrates student learning inside and outside of the classroom.

Ultimately, the learner-centered, collaborative, and integrative approach to learning acknowledges that it is a social process that merges intellectual and social development. As a result, the campus conversation within academic affairs about how to enrich the intellectual climate should include dialogue about how to dismantle the dichotomization of students' collegiate lives. Both intellectual development and identity development take place inside the classroom as well as outside of the classroom; students, faculty members, and administrators should not see these as two disconnected worlds. Integration is particularly important given that the overwhelmingly traditional-aged student population at Crossroads is on campus at a pivotal time when they are challenged to find meaning in their lives (Hall & Sears, 1997) while also

developing the habits that can lead to an appreciation for life-long learning (Baxter Magolda, 1998).

For Crossroads, a place to start the dialogue is with an examination of Hutchins (1936) and Dewey's (1938) philosophies of education and a discussion of the mission of the university. Is the mission an academic and disciplinary focused one consistent with Hutchins' intellectual inquiry model or is it a mission in line with Dewey's experiential model, which focuses on integration of academic content with personal experience? These types of questions and related discussions are what academic affairs should consider as they prepare for institution-wide dialogue about the future of the institution.

Intergroup Dialogue

When I began this study, I believed that the next step would be discussing collaborative initiatives and programs based on cross-divisional partnerships. I entered the field in the fall of 2003 wanting to learn how faculty and student affairs staff perceived their own and each other's roles and how those perceptions facilitated or hindered the potential for collaborative projects that enhance student learning. The preconception that the goal is to develop a "collaborative project" was based on the fact that much of the literature and many of the conference sessions on cross-divisional collaboration focus on specific programs often in isolation of the broader campus ethos. The effectiveness of partnership-based initiatives are thus evaluated by faculty and staff as stand-alone components that do not take into sufficient consideration the broader institutional context. I learned, however, that as my year in the field progressed, my definition of "partnership" changed. I came to believe that partnership is not about developing a program together; partnership is exhibiting mutual understanding and together developing an ethos where people value integrative learning. The campus ethos is not a characteristic of the institution that

develops on its own. Kezar (2007) explains that "educators must tend their institution's ethos on an ongoing basis and constantly work to align policies and practices with it (p. 14). Developing mutual understanding and tending to the ethos together allows for collaborative programs to then emerge from a foundation built of trust, respect, acceptance, and appreciation that allows people across divisions to recognize their common aspirations and operate with shared purpose.

Many faculty members and student affairs personnel at Crossroads were tired of colleagues relying on old prejudices and being unwilling to reach out across borders to understand other people's perspectives. They were also weary of working for an institution in which academic and student affairs staff cannot trust one another. A student affairs staff member (F, SR) explained that unless there is earned respect and appreciation for what both divisions bring to the table, they cannot offer students the most effective education they deserve. Engstrom and Tinto (2000) stress these same points, arguing that "mutual respect, equality, trust, and shared learning" (p. 448) are important elements in the development of partnerships between academic and student affairs. As a result, before delving deeply into initiative development, leaders must first create the conditions and opportunities for people to voice their perspectives in a setting within which colleagues can be challenged while openly and respectfully sharing contrasting views. Witherell and Noddings (1991) note that this type of dialogue is grounded in several concepts:

> We live and grow in interpretive, or meaning-making, communities; that stories help us find our place in the world; and that caring, respectful dialogue among all engaged in educational settings—students, teachers, administrators—serves as the crucible for our coming to understand ourselves, others, and the possibilities life holds for us. (p. 10)

Crossroads' potential will reveal itself once people develop relationships with each other that move them beyond their biased positions to find common ground in their discussing student learning.

Intergroup Contact Theory

Throughout this dissertation, I frequently mention the importance of developing mutual understanding, which aims to bring to a conscious level the underlying beliefs, values, and perceptions that currently impede relationships. Much has been written in the literature about the fact that the people in each division operate within overwhelmingly different cultures and that this generates misunderstandings, mistrust, and conflict. Despite the differences between academic and student affairs staffs, however, they share a critical common goal—advancing student intellectual and personal development. Given that they share an interest in student success and given what we know about ways to enhance student learning, it is no longer acceptable simply to say that the two groups of people are different and then accept separation as the status quo. Instead, it is appropriate here to restate an important comment by Schroeder (1999a): "If colleges and universities are to address successfully the multitude of internal and external challenges they currently face, personnel in academic affairs and student affairs must choose, as Rosa Parks chose, to live divided no more" (p. 16).

The prejudices and allegiances to the hierarchy that surfaced in this study are consistent with social phenomena seen in issues about race and ethnicity in America, where privilege of one group over another leads to dismissive comments and misperceptions about the less privileged. Academic affairs, when compared to student affairs, is arguably the dominant, more privileged group within academia's social hierarchy, but both groups, dominant and non-dominant, must be actively engaged together to foster change. The hierarchical barrier that brings with it bias, misperceptions, and stereotypes impedes the advancement of student learning because it fuels conflict (Huxley, 1959) and false polarization (Keltner & Robinson, 1996). It also masks the

common ground the groups share (Sherman, Nelson, & Ross, 2003). These factors create the conditions for the existence of the academic and student affairs cold war.

If a more integrative learning environment is a goal, then academic and student affairs divisions must explore ways to move beyond their entrenchments by focusing on cooperation rather than competition. Allport's (1954) "Intergroup Contact Theory" provides some guidance in how to promote this shift. Intergroup contact is one of psychology's most effective theories for improving relations between people by reducing intergroup bias and conflict. The "Contact Hypothesis," first presented by Allport, proposes that to improve intergroup relations, it is not sufficient simply to develop opportunities for contact. Allport identified four prerequisites that must be present in order to reduce bias and conflict: 1) equal status within the contact situation; 2) intergroup cooperation; 3) common goals; and 4) support of authorities, law, or custom (Dovidio, Gaertner, & Kawakami, 2003). Even though later studies have shown that these are not all necessary, these factors create "conditions that enhance the tendency for positive contact outcomes to emerge" (Pettigrew & Tropp, 2006, p. 766).

Intergroup Contact Theory was first developed to address prejudice and segregation between racial and ethnic groups. Nonetheless, results from a comprehensive meta-analytic study of Intergroup Contact Theory by Pettigrew and Tropp (2006) suggest that the theory can indeed be extended to a diverse array of intergroup contexts. Intergroup contact is applicable to the academic and student affairs dynamic because it has the potential to promote more positive attitudes among faculty and staff, to minimize the perceived homogeneity of people within the opposite group (Hewstone, 2003), and to encourage forgiveness for past conflicts while developing increased trust (Hewstone et al., 2005).

Intergroup contact works, according to Pettigrew (1998), as a result of four main processes. First, the contact provides an opportunity to learn about the other group. This learning corrects negative views and reduces prejudice. Second, contact contributes to behavioral and attitudinal change with people responding and engaging each other differently than they did in the past. Third, intergroup contact encourages affective ties through the development of positive emotions and empathy, which can lead to friendships. Friendship increases the likelihood of repeated interaction and reinforcement of positive perceptions of outgroup members. Fourth, positive contact motivates people to re-evaluate their perceptions of others. Pettigrew explains this fourth point:

> Optimal intergroup contact provides insight about ingroups as well as outgroups. Ingroup norms and customs turn out not to be the only ways to manage the social world. This new perspective can reshape your view of your ingroup and lead to a less provincial view of outgroups in general ("deprovincialization"). (p. 72)

Pettigrew and Tropp (2006) have found that "intergroup contact effects typically generalize beyond participants in the immediate contact situation" (p. 766). Attitudes improve not only for immediate participants but also for the entire outgroup, outgroup members in other situations, and outgroups not engaged in the contact.

Intergroup Contact Theory Applied

While in the field at Crossroads University I spoke informally with the vice president for student affairs (VPSA) on a day when he had just returned from a doctor's visit at the local hospital. He observed doctors and nurses interacting, and he imagined that the two professional medical groups probably experience a similar struggle as the one experienced between academic and student affairs. Doctors and nurses have different roles but share a common interest for the well-being of their patients, yet there are cultural differences, stereotypes, and biases that separate the groups and hinder effective communication. Carpenter (1995) studied the doctor-

nurse relationship and explains that because of the stereotype that "nurses exist to be handmaidens of doctors" (p. 151), a diminished value is placed on nurses' skills, training, and experience. In addition, the dichotomy fails to capitalize on the shared interest both professional groups have in patient care. These characteristics are consistent with the way that the academic and student affairs divisions often operate. In both of these examples, there is a dominant and non-dominant group, and in both a shift to patient- or learning-centered models requires a shared commitment to change the dynamic between the professional groups.

Because of the common problems shared by medical professionals and college faculty and staff, we can apply to the higher education setting Norsen, Opladen, and Quinn's (1995) description of the ideal collaborative relationship between doctors and nurses simply by changing the professional titles, the setting, and substituting "patient" with "student":

> The concept of collaborative practice is based on the premise that excellent patient care cannot be achieved by a single care provider, but rather requires the expertise and unique abilities of all care providers. Collaboration in health care ideally occurs at all levels of practice and among all of the various providers of care. The core of collaborative practice is defined, however, by the physician-nurse dyad, which is the most intimately involved in patient care. (p. 43)

In order to pursue Norsen et al.'s ideal, people in the healthcare profession have applied Intergroup Contact Theory as a framework for developing programs that move doctors and nurses from an unequal power relationship to closer professional collaboration. One such example is "Interprofessional Education," where "members of two or more professions associated with health or social care…[are] engaged in learning *with*, *from*, and *about* each other" (Freeth et al., 2002, p. 12, as cited in Hean & Dickinson, 2005, p. 481). The goal of these programs is to promote, through shared learning opportunities, positive attitudes between the professional groups in order to facilitate more effective collaborative work. Doctors and nurses have the opportunity to develop "collective aspiration" and "learn how to learn together" (Senge,

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1990a, p. 3). Patient care is ultimately improved by effectively weaving together the expertise of both physicians and nurses. The faculty-student affairs partnership that I discuss in this dissertation is analogous to the physician-nurse team approach. Both of these professional dyads represent interdisciplinary teams that, if working together, can provide a more holistic approach to working with their group of interest (patients or students) than either of them can accomplish alone.

Faculty and staff in higher education have applied Intergroup Contact Theory as a conflict resolution model called "intergroup dialogue." This model was originally developed to facilitate dialogue between racially and ethnically different groups, but Pace, Blumreich, and Merkle (2006) used it to increase collaboration between academic and student affairs at Grand Valley State University. Their project, called "Claiming a Liberal Education," sought to increase the interaction and communication between faculty and staff, and they found that, as a result of the program, people within both divisions learned about each other's areas of responsibility and were motivated to develop opportunities for cross-divisional collaboration that focus on student learning.

The intergroup dialogue model, calls for people from different backgrounds (e.g., race, ethnicity, and professions) to gather in small discussion groups and aims to engage individuals in meaningful conversation about difficult topics. At Grand Valley State University, administrators designed the dialogues so that groups had the opportunity to discuss the meaning of liberal arts education and ways in which the two divisions might collaborate to support that education. Guided by facilitators, multiple groups of faculty, staff, and students met several times. The lead facilitators found that these meetings allowed people to learn about each other's roles, develop relationships that they planned to continue, and cultivate an appreciation for the importance of

integrating the curricular and cocurricular components of students' education. Once this pivotal groundwork is accomplished, people can begin implementing collective strategies (Pace et al., 2006).

Leadership

The division specific intragroup dialogue seeks to clarify purpose and role definition so that personnel in the two divisions can effectively discuss student learning. This process is not meant to further entrench people in their self-serving group bias, but rather to provide them with the opportunity to consider the mental models that have defined their careers up to that point and to open themselves to other perspectives and approaches that emerge from both the intragroup and intergroup dialogue processes. A potential impediment to the advancement of these processes is that many faculty and staff at Crossroads stated that people at the institution resist, even fear, any kind of change because they are very committed to tradition. Strong leadership from the president and vice presidents (with support from trustees) would encourage people to embrace change.

Developing a learning-centered institution requires creative, persistent, and pervasive leadership that empowers people to create a shared vision, challenges "prevailing mental models" (Senge, 1990a, p. 9), and promotes cross-divisional thinking. Reform will require transformational leadership at multiple levels of the organization that can bring about cultural change. Cameron and Ulrich (1986) state that transformational leadership "is as much concerned with helping people think differently about the problems they face as it is with creating solutions for those problems. It is as much management of meaning as it is the management of substance" (p. 12). Cameron and Ulrich's description in these two statements is consistent with the ideas espoused in reference to the Crossroads case; intragroup and intergroup dialogue challenges

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people to consider different perspectives on shared issues and is a process that seeks to uncover how people make meaning of their own experiences and how that meaning intersects with the perspectives that others bring to the change process. To be successful in generating fundamental change, Cameron and Ulrich suggest following five steps that were identified based on studying the lives and careers of well-known leaders from around the world: 1) create readiness for change, 2) overcome resistance by using non-threatening approaches, 3) articulate a vision 4) generate commitment, and 5) institutionalize implementation and commitment.

As an example, Koester, Hellenbrand, and Piper (2005), write about the leadership of the President of California State University, Northridge and the change she inspired at her campus. In her convocation address in 2003 she invited the campus to become a more learning-centered institution. She demonstrated early in her presidency that she recognized that learning occurs throughout students' in- and out-of-class lives and both on and off campus. She led a campus effort that was grounded in the belief that "the learning encompassed by a baccalaureate degree is not a collection of discrete parts linked to specific classes but rather the cumulative consequence of being in a learning environment" (p. 12). Their goal was to make "learning-centeredness so pervasive throughout the university that it would underpin all decision making" (p. 12). This commitment was manifested in the president's call to action for the campus to develop "a shared understanding of the term learning-centeredness" (p. 12). The community then engaged in intragroup and intergroup dialogues in large group (e.g. an opening conference, symposium) and small group (e.g. brown-bag discussions) settings. The president and vice presidents were intimately involved at all levels. For example, the president, the provost, and the vice president for student affairs co-facilitated brown-bag discussions. As suggested in this discussion, the campus started with intragroup dialogues "based on the assumption that initial

conversations would be easier within rather than across groups" (p. 13) and then expanded to cross-divisional discussions (intergroup dialogue) that seeded collaborative initiatives that developed over the subsequent years. The Cal State Northridge community recognized that one of the several factors that led to their early success was the "urgent and compelling vision" (p. 16) their president provided to the campus.

At Crossroads, many faculty and staff were eager for a new president who would insist upon having a campus-wide dialogue about the institution's mission, core values, and priorities. Some were particularly hopeful for a leader who would set a new tone for the university, develop a senior leadership group that works as a team, and help people see that faculty and staff across all divisions have common interests and goals. The president should create a climate where people do not feel threatened when talking about the development of the whole student; indeed, a leader should help people realize that the more compartmentalized the institution, the less effective it will be as a residential liberal arts university. Finally, pivotal to success in a venture like this is the cultivation of an ethos where faculty and staff embrace their own roles as learners and are willing to disarm themselves of their protectionist instincts in the interest of enhancing the future potential of the institution.

<center>Implications for Practice in Higher Education</center>

In the same manner that Norsen et al. (1995) argue that physicians and nurses have "a moral obligation to the patients in their care" (p. 48), academic and student affairs personnel have an obligation together to place students at the center of their work and to design programs based on existing research on learning. Russell Edgerton, former President of the American Association for Higher Education and Director of the Pew Forum on Undergraduate Learning, in an interview led by Charles Schroeder (2003b), stated that people expect that when a

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breakthrough occurs in a particular medical field, patients will be able to have access to the new approaches to patient care. The same should be expected of education, and he provocatively asks whether it is "educational malpractice" (p. 13) when students do not have access to programs that implement strategies based on how learning actually and most effectively occurs.

Professional Practice

In 1953, Courtney Smith stated in his inaugural address as president of Swarthmore College, "It is not enough to develop intellect, for intellect by itself is essentially amoral, and capable of evil as well as of good. We must develop the character which makes intellect constructive, and the personality which makes it effective" (Swarthmore College, n.d.). In 2007, Donald Harward, former President of Bates College and invited speaker for the 175th anniversary celebration of Gettysburg College, stated that liberal arts institutions "provide leadership by making clear that not all learning takes place in the classrooms, by making clear that not all teachers are faculty, [and by] making clear that not all problems worth investigating are defined by disciplinary boundaries" (2007b). Five decades apart, these two leaders in higher education reinforced that a college education is "the sum of the student's experience" (Barr & Tagg, 1995) and encompasses development in writing, quantitative skills, critical thinking skills, self-understanding, listening skills, empathy, honesty, integrity, and the ability to work collaboratively (Astin & Astin, 2000). An undergraduate education is as much about students developing their emotional intelligence (Goleman, 1996) as it is the application of their IQ and honing their intellectual skills.

It is important for academic and student affairs divisions to cease intentional and unintentional competition for the center of the university and begin listening to the calls for reform, based on learning research, which places the learner at the center. People should

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disabuse themselves of the notion that designing the educational program is a zero-sum game because that belief will only reinforce the distances among those responsible for students' education. Leaders ought to empower faculty and staff to be learners on campus who are engaged with colleagues within and across divisional boundaries discussing their perspectives on learning-centeredness. The design of an undergraduate education is a balancing act based on mutually agreed-upon goals; it is no longer a matter of what is best for academic affairs or best for student affairs, but rather what is best for faculty, staff, and students as learners supporting a community of learning.

The shift to learning-centeredness, however, cannot happen through a major policy change. Change requires a combination of leadership, dialogue, and willingness to re-evaluate one's viewpoint while learning about people's perspectives. Based on the literature I have reviewed in this study and what I came to learn at Crossroads, I believe that through the development of mutual understanding, the campus ethos can change as the belief system that dictates institutional mission and philosophy is redefined. Agreed-upon educational values would then guide program development and resource allocation, which would result in student engagement that is consistent with the institutional mission and philosophy. Operationally, the campus ethos can change when faculty and staff exhibit confidence and trust in each other, support each other's work, create a coherent campus life for students, and implement engaging pedagogies that help students see the connections across disciplinary fields and between their in- and out-of-classroom lives. This layered process is what collaboration between academic and student affairs means to me after spending a year in the field at Crossroads University.

I began this study thinking about partnerships in terms of initiatives. However, through this experience, I realized that the more important questions involve understanding the

perceptions of academic and student affairs personnel and how those perceptions affect the way roles are defined on campus, how people interpret information about their surroundings, and how those perceptions influence people's ability to understand each other. Following my work on this study, I have since come to believe that implementing the recommendations set forth in documents such as the American Association of Colleges and University's (AAC&U) *Greater Expectations* (2002) or the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association's (ACPA) *Learning Reconsidered* (Keeling, 2004) requires practitioners in both divisions comprehensively to assess where they are and where they want to go, develop greater understanding of each other, and discuss ways to improve student learning. Institutions interested in significant reform to enhance student learning need to understand better how to develop a synergistic relationship between academic and student affairs that goes beyond a potentially successful collaborative project and instead weaves itself throughout the fabric of the institution.

Institutional Assessment

Edgerton explained to Schroeder(2003b), in the interview introduced earlier, that he convened a group of colleagues to develop what became the National Survey of Student Engagement (NSSE) in order to evaluate institutions based on the degree to which students were engaged in effective practices that promoted student learning. It was originally intended to be an alternative to the *U.S. News and World Report* rankings that does not focus on student learning, but, thus far, NSSE results have been utilized by campuses as a benchmarking tool (Schroeder, 2003b). National interest in institutional effectiveness related to student learning outcomes is increasing (U.S. Department of Education, 2006), and in recent years, articles about NSSE have appeared in *USA Today*, the *Chronicle of Higher Education*, *New York Times*, *US News and*

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World Report, and other national media, which has interested people in institution-specific

results (Schroeder, 2003a). There is increasing state, federal, and consumer interest in institution-

specific information on effectiveness, particularly related to student learning, which means that

colleges and universities have begun to invest more resources in assessment.

With regards to assessment, Volkwein (2007) explains that there is a dual nature to the

motivation for designing effective assessment and planning strategies: "When we strengthen the

student experience inside the university, we simultaneously make the institution appear more

attractive externally" (p. 147). He identified two rationales for assessment:

> *The inspirational foundation* for evaluation and assessment is doing it for self-
> improvement, especially for the enhancement of student learning and growth….*The*
> *pragmatic foundation* for evaluation and assessment recognizes the external need to
> demonstrate our accountability to stakeholders: legislators and trustees, taxpayers and
> tuition payers. Moreover, assessing institutional effectiveness enables universities to
> compete successfully for enrollments and resources and gain a strategic advantage over
> others. (p. 147, italics in the original)

This dissertation has presented evidence meant to fuel the inspirational foundation, and the

paragraph above explains that in the coming decade there will be increasing external pressure

that emphasizes the pragmatic foundation. Regardless of whether the impetus for assessment

emerges from internal interest in improvement or from external demands to demonstrate

effectiveness, faculty and staff can no longer turn a blind eye to current research on effective

practices that enhance student learning and to understanding how effectively their particular

institution is mobilizing all its resources in the interest of educating students. Kuh (2007)

explains that strong-performing institutions that foster student success operate with an

"improvement-oriented ethos" and are "in a perpetual learning mode—monitoring where they

are, what they are doing, where they want to go, and how to maintain momentum toward positive

change" (p. 245).

Graduate Preparation Programs

Beyond current practitioners, faculty educating future professors and student affairs professionals have an opportunity to introduce their students to literature and engage them in discussions that allow them to enter their professional careers prepared to contribute to the development of learning-centered campuses. Students understanding the history of higher education, faculty culture, student affairs culture, and research on student learning will empower them to know how higher education has evolved over time and gain an appreciation for how institutions can organizationally and philosophically shift to support a learning-centered mission. In addition, education programs preparing physicians and nurses provide a model for interprofessional education where future professors and student affairs staff can begin the conversation about developing a learning-centered approach while in graduate school. The foundation built through mutual understanding in graduate school can pave the way for this future generation of campus leaders to more easily cross divisional borders when on campus.

Implications for Future Research

My study of Crossroads University suggests several directions for further research. An initial suggestion is to investigate further the Crossroads Perfect Storm Model by exploring the applicability of the Core Elements beyond Crossroads and the extent to which the cultures, issues, and concerns that characterize the Crossroads storm systems influence cross-divisional relationships at other institutions. This research can be accomplished by developing and administering surveys that allow researchers to explore this topic more widely across different types of institutions. The quantitative analysis can be followed-up with qualitative methods to explore particular areas of interest. The data from these studies can help reinforce the saliency of

what has been described in the Crossroads case and help identify other key factors that could be taken into consideration when studying academic and student affairs relations.

On a national level, further information that extends our understanding of cross-divisional relationships will be valuable for academic and student affairs professionals as the conversations about higher education reform and learning-centeredness continue to become more widespread. On an institutional level, employing research methods that generate local quantitative and qualitative data has the potential for assisting institutional leaders when reviewing campus structures, processes, and policies; when facilitating planning; and when leading their campuses through the intragroup and intergroup dialogue processes.

Another important area for study is the intragroup and intergroup dialogue processes themselves within the higher education setting. Information about the processes will arm faculty and student affairs staff with the skills to apply effective strategies for changing attitudes that can help shift the campus culture to one that enhances the relationship between the educators on campus. It will be valuable for researchers to delve deeper than this study into understanding how perceptions may be different within diverse institutional cultures and climates. Are there differences in the core elements, the storm systems, and the key criticisms between large and small or public and private institutions? Among faculty and staff, do people's willingness to participate in and contribute to intragroup and intergroup contact vary by gender, discipline, and number of years in the field? The nuances are important to understand so that current faculty and staff can minimize the gap between the divisions, and so that graduate programs can develop educational approaches that will prepare future generations of professors and student affairs professionals to begin their careers willing to work together to educate students.

In the same way that I began this study thinking in terms of collaborative initiatives, so, too, does much of the research literature focus on academic and student affairs partnerships, often as isolated initiatives. Throughout this literature, scholars encourage people to start with projects that are achievable and allow widespread partnership to grow from there. However, as was the case at Crossroads, projects may begin as collaborative ventures, but over time people default to their standard roles where, for example, faculty focus on academic components of the initiative, and student affairs operates in their service capacity, rather than maintain an ongoing collaborative partnership as educators. Several people at Crossroads perceived their residentially based first-year seminar program to be an example of one of these devolved collaborative ventures. Referring back to Figure 33, I will add that too often collaborative initiatives start halfway up the Learning-Centered Campus Pyramid and skip the critical initial steps that cultivate partnership development. Without a foundation built on intragroup and intergroup contact and appreciation for everyone's role in students' education, people will not be able to move past the stereotypes and prejudices that keep institutions divided. Faculty and staff would benefit from the higher education research agenda pertaining to cross-divisional collaboration shifting to move beyond studying strategies that facilitate project development. Instead, studies should focus on analyses of fundamental philosophies of education and cultural differences on campus while testing, evaluating, and developing best practices for broad-based institutional culture change toward learning-centeredness.

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APPENDIX A

INFORMED CONSENT MATERIALS

Informed Consent Form For Social Science Research

Academic Affairs Demographic Information Follow-up Email

Student Affairs Demographic Information Follow-up Email

INFORMED CONSENT FORM FOR
SOCIAL SCIENCE RESEARCH
The Pennsylvania State University

Title of Project: Faculty and Administrator Roles: A Window on Academic and Student Affairs Cultures

Principal Investigator: Victor Arcelus   Advisor: Patrick Terenzini PhD
                       Crossroads University   400 Rackley, Penn State University
                       Mailing Address   University Park, PA 16802
                       Phone Number   814-865-9755
                       vja@psu.edu   terenzini@psu.edu

1. **Purpose of the Study:** This study will investigate academic and student affairs cultures on campus with a focus on faculty and student affairs personnel's perceived roles on campus.

2. **Procedures to be followed:** You will be asked to take part in one or more interviews about your experiences as a member of the campus community. In addition to interviews I may ask if I can observe you through a normal work day**.** The interview(s) will be audiotaped with your permission.

          ___ **I agree** to have the interview(s) audiotaped

          ___ **I do not agree** to have the interview(s) audiotaped

3. **Discomforts and Risks:** There are no risks in participating in this research beyond those experienced in everyday life.

4. **Benefits:**
    1. You might learn more about yourself in terms of how you understand your role on campus.
    2. This research might provide a better understanding of how institutions function and how faculty and administrators can better educate students at colleges and universities.

5. **Duration:** It will take about 45 minutes to complete an interview.

6. **Statement of Confidentiality:**

    1. Only the principal investigator (Victor Arcelus) will know your identity. If this research is published, no information that would identify you will be written. Digital audio recordings of the interview will be made for the purpose of coding your responses. You may decline to be audio-taped if you wish. Transcripts will be made of the interview and all identifying information deleted or changed. Only Victor Arcelus and two transcriptionists will have access to the digital audio files. Digital audio files will be kept by Victor Arcelus saved on an external hard drive which will be secured in a lockbox. Files may be given to a transcriptionist but once the transcription is completed the file will be deleted from their computer. The digital audio recordings will be destroyed June

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30, 2011 and the transcripts without identifiers will be destroyed December 31, 2030. If, after the interview is over, you change your mind and do not wish to have the audio recording used, contact Victor Arcelus (XXX) XXX-XXXX and the file will be deleted.

2. A pseudonym will be used in place of your real name**.** You will have the opportunity to choose your pseudonym. Please note below whether you authorize the researcher to use your title/position in his writing. If you request that he not publish your title/position then your role within the college will be noted as either faculty (tenured, untenured) or administrator (upper, mid-level, entry-level).

      ___ **I authorize** the researcher to use my title/position in his writing.

      ___ **I do not authorize** the researcher to use my title/position in his writing.

7. **Right to Ask Questions:** You can ask Victor Arcelus questions about the research. You may contact him at (XXX) XXX-XXXX with questions. If you have questions about your rights as a research participant, contact Penn State's Office for Research Protections at (814) 865-1775.

8. **Compensation:** Participants will not receive compensation for taking part in the study.

9. **Voluntary Participation:** You do not have to participate in this research. You can end your participation at any time by telling the principle investigator. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below.

You will be given a copy of this consent form to keep for your records.

_____   _____
    Participant Signature   Date

The informed consent procedure has been followed.

_____   _____
    Investigator Signature   Date

Academic Affairs Demographic Information Follow-up Email

October 17, 2007

Dear Academic Affairs Administrator or Professor,

As you may recall from recent communications this summer, I am continuing to work on my doctoral work from Penn State University. My dissertation research was conducted at Crossroads and you were a participant. This past summer I shared the draft results and received very helpful feedback from many people. I am emailing you regarding one suggestion from participants that I would like to incorporate that requires your assistance.

The draft you received this summer used numbers to identify participants. These numbers will be removed in the final draft. The original informed consent form you signed stated that the descriptors for academic affairs staff would be either **academic affairs administrator** or **professor** and either **tenured** or **untenured**. Participants who read the dissertation this summer suggested that I include two other descriptors with each quotation or paraphrased contribution. The suggestion was to include gender (**male** or **female**) and academic category/division (**humanities**, **social sciences**, **natural sciences/mathematics**, or **professional studies**). I am emailing to ask for your permission to add these two descriptors.

Please reply to this email and respond to the questions below. You can reply right on the lines provided:

Gender (place an X next to the one that applies):
- Male _____
- Female _____

Academic Category/Division:
- Humanities _____
- Social Sciences _____
- Natural Sciences/Mathematics _____
- Professional Studies _____

I authorize Victor Arcelus to use these additional descriptors when labeling my quotations or paraphrased contributions (Yes or No): _____

Even if you answer the question above with "no" please answer the two other questions so that I can use the compiled data when I describe the participant demographic background information.

Lastly, for the compiled participant demographic information I would like to know the number of years you worked at Crossroads up to and including the 2003-2004 academic year.
- Years at Crossroads (up to and including 2003-2004) _____

Please respond to this email no later than **November 1, 2007.** Thank you very much for your assistance.

Sincerely,

Victor Arcelus

Student Affairs Demographic Information Follow-up Email

October 17, 2007

Dear Student Affairs Administrator,

As you may recall from recent communications this summer, I am continuing to work on my doctoral work from Penn State University. My dissertation research was conducted at Crossroads and you were a participant. This past summer I shared the draft results and received very helpful feedback from many people. I am emailing you regarding one suggestion from participants that I would like to incorporate that requires your assistance.

The draft you received this summer used numbers to identify participants. These numbers will be removed in the final draft. The original informed consent form you signed stated that the descriptors for student affairs would be either entry-level, mid-level, or senior student affairs administrators. Participants who read the dissertation this summer suggested that I include one other descriptor with each quotation or paraphrased contribution. The suggestion was to include gender (**male** or **female**). I am emailing to ask for your permission to add this descriptor.

Please reply to this email and respond to the questions below. You can reply right on the lines provided:

Gender (place an X next to the one that applies):
- Male _____
- Female _____

I authorize Victor Arcelus to use this additional descriptor when labeling my quotations or paraphrased contributions (Yes or No): _____

Even if you answer the question above with "no" please answer the gender question so that I can use the compiled data when I describe the participant background information.

Lastly, for the compiled participant background information I would like to know the number of years you worked at Crossroads up to and including the 2003-2004 academic year.
- Years at Crossroads (up to and including 2003-2004) _____

Please respond to this email no later than **November 1, 2007.** Thank you very much for your assistance.

Sincerely,

Victor Arcelus

APPENDIX B

INTERVIEW MATERIAL

Initial Questions for the First Academic Affairs Staff Interview

Initial Questions for the First Student Affairs Staff Interview

Initial Questions for the Second Academic Affairs Interview

Initial Questions for the Second Student Affairs Staff Interview

Venn Diagram Exercise for Both Academic and Student Affairs Staff

Initial Questions for the First Academic Affairs Staff Interview
Fall Semester

1. Tell me (a story about) what it is like to be a faculty member at this institution.

2. How do you define your role on campus.

    a. How do think that your role is reflected in:
        i. The institution's mission/goals/values?
        ii. Institutional dialog?

    b. Is your role on campus supported by:
        i. The campus environment?
        ii. Your supervisor?
        iii. Your division?
        iv. Colleagues?

3. What do you perceive to be the role of faculty in general at the institution? What does it mean to be a Crossroads faculty member?

4. Tell me about your interaction/relationships with faculty members.

    a. Has the degree of your interaction changed over the time that you have been at the institution?

5. Tell me about your interaction/relationships with students.
    a. To what extent does your understanding of student culture influence what you do in the classroom.
    b. What do you believe is your role with students outside of class?

6. How do you characterize the institution as a community?

7. How would you characterize a Crossroads education?

    a. What is your perspective on the intellectual nature of the campus community?

    b. What are your thoughts regarding "educating the whole person"?

8. What do you believe others on campus think about the topics discussed in the interview?

9. Who on campus would agree and disagree with your thoughts shared in this interview?

Initial Questions for the First Student Affairs Staff Interview
Fall Semester

1. Tell me what it is like to work in student affairs at this institution.

2. How do you define your role on campus.

3. How do think that your role is reflected in:
   - i. The institution's mission/goals/values?
   - ii. Institutional dialog?

4. Is your role on campus supported by:
   - i. The campus environment?
   - ii. Your supervisor?
   - iii. Your division?
   - iv. Colleagues?

5. What do you perceive to be the role of student affairs in general at the institution?

6. Tell me why you chose a career in student affairs. Why a place like Crossroads?

7. In terms of your interactions with students what do you want them to accomplish or come away with after interacting with you?

8. Tell me about your interaction with students.

9. Tell me about your interaction/relationships with student affairs professionals.

10. How do you characterize the institution as a community?

11. How would you characterize a Crossroads education?

12. What is your perspective on the intellectual nature of the campus community?

13. What are your thoughts regarding "educating the whole person"?

14. What do you believe others on campus think about the topics discussed in the interview?

15. Who on campus would agree and disagree with your thoughts shared in this interview?

Initial Questions for the Second Academic Affairs Interview
Spring Semester

Venn Diagrams:
- Institutional relationships…As it is actually and as it is ideally

Learning:
- What is the most effective thing you do to facilitate student learning?
- What distinguishes the type of learning that takes place in various sites in and out of the classroom.

Student Affairs Role:
- **Uncertainty:** Are there things in students lives which that interfere with your ability to facilitate their learning? If so what are they?
    - How are the factors that are interfering minimized within the campus culture?
- From your perspective, please describe the role of student affairs staff at the university.
    - Does the work of student affairs personnel influence or affect the work that you do as a faculty member?
    - **Substitutability:** Do you feel that the functions of student affairs could be done by other people (contract workers, faculty, administrative assistants)?
    - **Centrality:** Is the role of student affairs central to the mission of the university?
- Are there differences between what you are trying to accomplish and what student affairs staff members are trying to accomplish (with students, with the university as a whole)?
    - If so…What do you believe to be the difference between what you are trying to accomplish and what student affairs staff are trying to accomplish.
- Do you think that faculty and student affairs staff see the student experience through different lenses?
    - If so…how? Is the distinction important?
    - If not…why?
- Describe student affairs self-identification as educators…What are your thoughts regarding student affairs staff as educators?
    - If student affairs personnel are not educators then what is their role (considering they have close connections to students on a day to day basis)?
    - (CFI Quote) – Ask for response
        - The Committee for Instruction therefore wishes to endorse, strongly, the vision of Crossroads as a place in which academic education is central. This includes, in part, a vision of Student Affairs primarily dedicated to support of the academic mission, as opposed to a primary focus on providing other, even other educational, offerings.

Interaction with Student Affairs:
- Tell me about the extent to which you interact with student affairs.
    - Does anything restrict your ability to interact with them in formal or informal settings?
- When you started working here at the university were there any expectations that you connect with student affairs staff (understand their role on campus)?

- Do you take any particular interest in student affairs staff's work?
- Can you tell me about your experiences serving on committees with student affairs staff?
- Are student affairs staff members' perceptions of your work important to you? Why or why not?
  - Does it affect your ability to accomplish what you set out to do?

Partnerships:
- When someone says to you that the university needs to create a seamless learning experience on campus what does that mean to you?
  - When someone says that there needs to be greater partnership or collaboration between student affairs and academic affairs, what does that mean to you?
    - What does it look like?
    - What is needed to bring the divisions together? (leadership, whose role?)
  - Why is it important for the institution, what is the value of such an environment? (for the student experience?)
- When it comes to partnering with Academic Affairs, what are you looking for/what do you expect from faculty? (understanding/active partnership?)

Interaction with students (follow-up to last semester):
- From your perspective how do student affairs staff contribute to student learning.?
- Does the out-of-classroom experience contribute to student learning?
- Is it important for you to know what is going on in students' lives outside of the classroom (programs, problems, alcohol issues, etc?)
- Do you believe that there is a problem with grade inflation at the university?
  - If so do you think it influences how students choose to spend their time outside the classroom?
- To what extent do you feel that classroom rigor is influenced by the fact that you are going to be evaluated by students at the end of the semester and student evaluations influence tenure and merit decisions?
- What do you think of this quote from a colleague: "students are deprived of relationships with adults and are socially inept? It is going to be you and me who make the difference and not the speaker who comes in to talk about social issue X".

Initial Questions for the Second Student Affairs Staff Interview
Spring Semester

Venn Diagrams:
- Institutional relationships…As it is actually and as it is ideally

Learning:
- What is the most effective thing you do to facilitate student learning?
- What distinguishes the type of learning that takes place in various sites in and out of the classroom.

Student Affairs Role:
- **Uncertainty:** Are there things in students lives which that interfere with your ability to facilitate their learning? If so what are they?
  - How are the factors that are interfering minimized within the campus culture?
- **Substitutability:** Do you feel that the functions of student affairs could be done by other people (contract workers, faculty, administrative assistants)?
- **Centrality:** Is the role of student affairs central to the mission of the university?

Faculty Role:
- From your perspective, describe faculty's role at the university.
- Are there differences between what you are trying to accomplish and what faculty are trying to accomplish (with students, with the university as a whole)?
  - If so…What do you believe to be the difference between what you are trying to accomplish and what faculty are trying to accomplish.
- Do you think that faculty and student affairs staff see the student experience through different lenses?
  - If so…how? Is the distinction important?
  - If not…why?

Interaction with Faculty:
- Tell me about the extent to which you interact with faculty.
  - Does anything restrict your ability to interact with them in formal or informal settings?
- When you started working here at the university were there any expectations that you connect with faculty (understand their role on campus)?
- Do you take any particular interest in faculty research interests and work?
  - Do you attend faculty colloquiums (do you know that they take place)?
- Can you tell me about your experiences serving on committees with faculty?
- Are faculty members' perceptions of your work important to you? Why or why not?
  - Does it affect your ability to accomplish what you set out to do?

Partnerships:
- When someone says to you that the university needs to create a seamless learning experience on campus what does that mean to you?

- o When someone says that there needs to be greater partnership or collaboration between student affairs and academic affairs, what does that mean to you?
  - ▪ What does it look like?
  - ▪ What is needed to bring the divisions together? (leadership, whose role?)
- o Why is it important for the institution, what is the value of such an environment? (for the student experience?)

- When it comes to partnering with academic affairs, what are you looking for/what do you expect from faculty? (understanding/active partnership?)

Interaction with students (follow-up to last semester):
- From your perspective how do faculty contribute to student learning?
- Do you believe that there is a problem with grade inflation at the university?
  - o If so do you think it influences how students choose to spend their time outside the classroom?
- What do you think of this quote from a colleague: "students are deprived of relationships with adults and are socially inept? It is going to be you and me who make the difference and not the speaker who comes in to talk about social issue X".

Venn Diagram Exercise for Both Academic and Student Affairs Staff
Spring Semester

(Note: Participants were also shown a sheet of paper with examples of Venn diagrams in order to familiarize them with what the figures looked like.)

Institutional Diagrams

Participant Number: _____

Part One:

Please draw a diagram that depicts what you believe to be the **actual** relationships between and among the five divisions of the university.
- **Academic Affairs**
    - Faculty and Academic Administration
- **Enrollment Management**
    - Admissions, Financial Aid, Registrar
- **Finance and Administration**
    - Finance, Physical Plant, Support Services and Administration
- **Student Affairs**
    - Dean of Students Office, Athletics and Recreation, University Chaplaincy, Public Safety
- **University Relations**
    - Development, Alumni and Parent Relations, Public Relations and Publications, and Special Events

Part Two:

Please draw a diagram that depicts what you believe to be the **ideal** relationships between and among the five divisions of the university.
- **Academic Affairs**
    - Faculty and Academic Administration
- **Enrollment Management**
    - Admissions, Financial Aid, Registrar
- **Finance and Administration**
    - Finance, Physical Plant, Support Services and Administration
- **Student Affairs**
    - Dean of Students Office, Athletics and Recreation, University Chaplaincy, Public Safety
- **University Relations**
    - Development, Alumni and Parent Relations, Public Relations and Publications, and Special Events

APPENDIX C

PARTICIPANT COMMUNICATIONS

Initial Letter to the Campus Community

Recruitment Protocol

Member Check Letter for the Results Chapters

Member Check Letter for the Discussion Chapter

Initial Letter to the Campus Community

August 25, 2003

Dear

I would like to take this opportunity to introduce myself. My name is Victor Arcelus and I will be on campus for the 2003-2004 academic year conducting doctoral-level research investigating the organizational culture of Crossroads University. I am a Ph.D. candidate in the Higher Education Program at The Pennsylvania State University and I have been affiliated with the Crossroads community for the past 11 years. I earned my Bachelor of Arts and Master of Science degrees from Crossroads and I have been employed by the Office of Housing and Residential Life for the past four years.

The purpose of this study is to investigate the organizational cultures of academic and student affairs, with specific interest in how faculty and academic and student affairs administrators perceive their roles on campus. Over the course of the academic year I plan to interview faculty and staff, as well as observe a variety of university events and meetings (division, department, and committee meetings).

The research project has been approved by Dr. XXX, Provost, and Mr. XXX, Vice President for Student Affairs. The research design and methods have been reviewed and approved by The Pennsylvania State University's Office of Research Protections. The project is being supervised by Dr. Patrick Terenzini, Professor of Higher Education and Senior Scientist with the Center for the Study of Higher Education at The Pennsylvania State University.

Your participation in this project is voluntary. I may be contacting you by phone or email to request your participation in this project. Please feel free to contact me if you have any special interest in this topic and would like to be included among those interviewed, or if you have any comments or questions regarding the research project. I look forward to working with you over the course of this academic year. My photograph and contact information are provided below.

Thank you for your time and consideration. Your assistance in this project is greatly appreciated.

Sincerely,

Victor Arcelus
Ph.D. Candidate
Higher Education Program
The Pennsylvania State University

arcelus@crossroads.edu
Phone XXX-XXXX(o)
Phone XXX-XXXX (h)

Greeting: Hello my name is Victor Arcelus and I am a Ph.D. candidate at The Pennsylvania State University.

Purpose: I am contacting you because I would be interested in interviewing you for the doctoral-level research I am conducting at the university. I am interviewing faculty and student affairs staff at the university to better understand the organizational cultures of academic and student affairs.

Interview: Participating in the interview is voluntary. The interview is approximately 45 minutes long and we can meet either in your office or my office in the library.

Contact Info: If you have any further questions you can contact me by email at arcelus@crossroads.edu or by phone XXX-XXXX (o) or XXX-XXXX (h).

May 2, 2007

Dear

As you may recall, I am the Penn State PhD candidate who interviewed you during the 2003-2004 academic year. I spent the year conducting an ethnographic study of Crossroads and sought to understand how faculty and student affairs staff perceive their own and each others' roles on campus and how that influences the potential for the two divisions to work together. I am in the process of editing the six results chapters and the draft is at a stage where I would like to start sharing the results with people beyond my dissertation committee.

I am distributing this document to the people on campus who I interviewed and ultimately quoted in the results chapters. What I am asking you and your colleagues to do is called a member check. As you read this material I ask that you reflect on my interpretations. Please read this material with the 2003-2004 academic year in mind and base your reflections on your perspectives and the campus climate back then.

The complete dissertation will be ten chapters. The first three chapters will be the introduction, literature review, and methods. The next six chapters will present the results, and the final chapter will be the discussion. In this packet you will find the following:

- A portion of the initial proposal that introduces the project and presents the research questions
- A draft table of contents for the six results chapters
- The six results chapters

The organization of the results and the content itself illustrate my interpretation of what I observed, heard in meetings, read in documents, and heard in interviews. In a critical section of the dissertation that I have not yet written, I will emphasize that these interpretations are based on peoples' perceptions. You may read something and feel the instinct to say "but that's not true" or "that didn't happen that way." This study is not about trying to uncover the institutional reality with all the accurate facts and figures. The goal is to understand perceptions and how those perceptions help explain people's "reality" of Crossroads that motivate them to think about institutional issues and goals in their own particular ways.

There are two main areas that I would like you to consider. The first is a priority and the second is optional:

1. **<u>Priority</u>** - Please review the pages where I quoted you or paraphrased portions of our conversations. Have I accurately represented what you said? Have I missed any important nuances?
   - The first number in the parentheses after quotes or paraphrased sections is the participant number. In some cases you will find the participant number by

itself in the parentheses. Your number is **1**, and your quotes are on the following pages:

- Just as a side note, for the most part participant numbers from 0-99 are faculty; 100-150 are student affairs staff; 200-240 are academic affairs administrators, other university administrators, or retired faculty/staff.

2. **Optional** – If you choose to read entire sections or the entire document, does the picture of Crossroads that I present resonate with your recollection of the institution during the 2003-2004 academic year? Have I missed any important nuances?

This material was distributed to 81 people and, as a result, I will have a great deal of feedback to review. To facilitate this process I ask that you **please write me a memo** with your comments and direct me to the pages that relate to those comments. Given the volume of paper, I will not be reading any notes written in the margins of the draft chapters. In your memo, please note any sections that you particularly agree with and disagree with. I will take all of your comments under advisement.

I have one last important request. Please consider the document **CONFIDENTIAL**. Please do not copy any sections of it or share any part of it with anyone else. I want to emphasize that this is still a draft. There are a few gaps that need to be filled, there will be sections of this material that will be trimmed, and the language will be improved through several additional stages of copyediting. Please return the entire draft copy to me via the enclosed envelope. The envelope is already addressed to the campus switchboard (c/o Florence Long). You can place it in campus mail or drop it off in person to the switchboard. I will be picking up all the returned drafts on **Friday, June 8**. Please be sure that the materials are at the switchboard by that date.

Once again, I sincerely appreciate your assistance and continued support with this project. It has taken several years to get to this point, but my expectation is that it will be completed within the next academic year. I hope that the final product will be something that Crossroads will find helpful as the institution moves forward with implementing its strategic plan. I also hope that it contributes to the broader higher education field.

Please do not hesitate to contact me if you have any questions or want to discuss anything in particular. I can be reached via email at varcelus@gettysburg.edu or on my cell phone at 717-398-8530.

Sincerely,

Victor Arcelus

Member Check Letter for the Discussion Chapter

November 22, 2007

Dear

As you may recall, I am the Penn State PhD candidate who interviewed you during the 2003-2004 academic year. I spent the year conducting an ethnographic study of Crossroads and sought to understand how faculty and student affairs staff perceive their own and each others' roles on campus and how that influences the potential for the two divisions to work together. I am in the process of finishing the dissertation and planning to submit the final draft of the paper to my dissertation committee by January 2. I am writing to you to request your assistance in reviewing the final chapter, the discussion.

I am distributing this document to the people on campus who I interviewed and ultimately quoted in the discussion chapter, as well as other key people who have been very involved in this project. What I am asking you and your colleagues to do is called a member check. As you read this material I ask that you reflect on my interpretations. Please read this material with the 2003-2004 academic year in mind and base your reflections on your perspectives and the campus climate back then.

The document I have sent you is the first draft of the discussion and still needs to be refined. I ask that you please review your quote(s) and, if you can spare the time, please read the entire chapter (46 pages). I am interested in your thoughts on my observations and conclusions.

- If quoted, please review the pages where I quoted you or paraphrased portions of our conversations. Have I accurately represented what you said? Have I missed any important nuances?
    - o The first number in the parentheses after quotes or paraphrased sections is the participant number. In some cases you will find the participant number by itself in the parentheses. Your number is 1, and your quotes are on the following pages:

This material was distributed to 35 people and, as a result, I will have a good deal of feedback to review. To facilitate this process I ask that you **please write me a memo** with your comments and direct me to the pages that relate to those comments. In your memo, please note any sections that you particularly agree with and disagree with. I will take all of your comments under advisement.

Please email the memo to me by **Friday, December 14**. I apologize for the quick turn around, but I am trying to meet the January 2 submission deadline in order to defend the dissertation in February and graduate in May. Email your memo to varcelus@gettysburg.edu.

Once you are finished with the chapter, discard it. Please consider the document **CONFIDENTIAL**. Do not copy any sections of it or share any part of it with anyone else. I

want to emphasize that this is still a draft. There are a few gaps that need to be filled, there will be sections of this material that will be trimmed, and the language will be improved through several additional stages of copyediting.

Once again, I sincerely appreciate your assistance and continued support with this project. Please do not hesitate to contact me if you have any questions or want to discuss anything in particular. I can be reached via email at varcelus@gettysburg.edu or on my cell phone at 717-398-8530.

Sincerely,

Victor Arcelus

VITA

Victor J. Arcelus

EDUCATION

Graduate

The Pennsylvania State University
Doctor of Philosophy (Ph.D.), May 2008
Higher Education
Cognate: Anthropology
Doctoral Dissertation: *In search of a break in the clouds: An ethnographic study of academic and student affairs cultures*

Crossroads University [pseudonym]
Master of Science in Education (M.S.Ed.), May 1998
Certifications in Elementary and Secondary Guidance Counseling
Master's Thesis: *Relations of Hispanic students' perceptions of parental involvement and educational socialization with their academic achievement and level of English oral language proficiency*

Undergraduate

Crossroads University [pseudonym]
Bachelor of Arts (B.A.), May 1996
Majors: Spanish and Biology

PROFESSIONAL EXPERIENCE

Gettysburg College

Director of Student Rights and Responsibilities & International Student Advisor
(January 2008 – Present)
Associate Director of Residence Life & International Student Advisor
(July 2004 – December 2007)

Crossroads University [pseudonym]

Residence Manager *(July 2001 – June 2004)*
Residential Life Coordinator *(July 1999 – June 2001)*
Residence Director *(June 1996 – June 1998)*

Kennett High School, Kennett Consolidated School District

High School Guidance Counselor *(July 1998 – June 1999)*