COMPARATIVE CASE STUDY ANALYSIS OF COLLABORATION AND PERCEPTIONS
OF MERGING ACADEMIC AFFAIRS AND STUDENT AFFAIRS DIVISIONS
AND THE IMPACT ON STUDENT SUCCESS

By

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DEDICATION

I first and foremost thank my Lord and Savior, Jesus Christ. I truly feel that, what He has given me is success and it is my responsibility to give it all away to the next candidate. I am truly humbled and thankful for this experience, but I really can't take any credit for it. With great humility and emotion, I dedicate this Doctorate capstone to my Mother, Sharon Theresa Lee, who has believed in me, even when I didn't believe in myself. Everything that I am is because of you and I'm truly grateful for the sacrifices and genuine love shown during the good or bad times. I am who I am because of you, mother. To my best friend and Sister, Dana Lee, I am so proud of the woman you have become. We truly have been through it all together and I'm so thankful that God has kept us together through life's journey. Continue to strive for greatness in all you do. I love you very much. To my lovely Wife, thank you for encouraging me and standing by my side when I had no one. That love helped sustain me through one of the most difficult moments in my life and gave me the confidence and hope to reach for the stars. I am truly grateful and very lucky to have you share this lifetime with me. To my three children, I am proud to be your father and thank God for trusting me with the responsibility to guide you. You are my deepest source of joy. I pray that I have provided a roadmap for your life and have served as an example to follow. I love you each of you with my all. To my father: Raymond B. Lee senior, thank you for always being there for me when I needed you the most. I'm thankful for your love, support and guidance over the years. Lastly, I want to thank Dohama Williams. Pop, thank you, I still remember the conversation we shared in 2006. I remember you believing in me despite the odds against me. I remember the love, support and encouragement, when I felt I could not get any lower. Although you are gone, you will be with me forever and I can't wait to see you again. My hilarious uncle Al Adams (AKA Uncle Lump), thank you, you have been my number one fan as long as I can remember and you have

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Case Study Analysis: Collaboration and Perceptions of Merging Academic Affairs and Student

Affairs Divisions and the Impact on Student Success

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ABSTRACT

Student success remains one of the most compelling and worrisome issues in higher education today. Although many students have access to higher education and an opportunity for a better future, graduation rates have only increased slightly over the past few decades. There is a great disparity in the percentage of students who graduate college ready to move forward in a positive way versus those that graduate unable to apply knowledge in a professional setting. The purpose of the study is to explore the perceptions held by academic and student affairs professionals that hinder or advance the merger of Student Affairs and Academic Affairs. This case study analysis utilized a qualitative case study comparative design to explore the collaboration and perceptions of merging academic affairs and student affairs divisions and the impact on student success. The data collection methods included analyzing, recording and evaluating three case studies of other higher education institutions. The intent was to seek out underlying themes of the phenomena that hinder or advance the merging of student and academic affairs in higher education. The results of this study showed that when institutions of higher education collaborate to bring a more holistic experience for students in the 21st century, student success is impacted in a positive way. These results also revealed that there are many obstacles such as lack of leadership, lack of respect, lack of trust, lack of mutual understanding of one's role, silos issues, organizational structure and institutional culture.

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CHAPTER I: INTRODUCTION

In the 21st century, obtaining a college degree can greatly improve one's quality of life, but failure to achieve a four-year education can also have huge individual and societal consequences. According to Bound, Lovenheim & Turner (2010) higher education institutions spend large amounts of money on services that increase enrollment and increase revenue. Consistently, many of these services do not improve graduation rates and have a negative impact on the institution's profile. What is more surprising is many students that received state resources in their first year never received resources in their sophomore year (Schneider, 2010). This has the potential to cause the student significant debt over time (Dwyer, McCloud, & Hodson, 2012). Additionally, too many students fall through the cracks and some have difficulty returning to complete their degree requirements. These observations lead to the following question: Is higher education beneficial or does it hurt diverse student populations by not providing essential resources to reduce or solve this problem?

Student success among minority students in higher education has continued to decline in the United States. The reality is that students pursuing a four-year college degree will likely graduate in more than four years (Chapman, Laird, & Kewal-Ramani, 2010). In spite of attempts by higher education institutions to reduce or resolve this problem, degree completion has only increased gradually. Additionally, these students graduate unable to connect knowledge to practical experience which has devastating effects on their future. A collective goal of American higher education in the 21st century is to prepare students to make their mark on the world as it relates to their professional life, civic responsibility, and service beyond self (Baxter Magolda & King, 2004). Achieving this goal has been hindered by multiple challenges including the "democratization" of higher education. As result, State Legislators now call for greater accountability (NASPA & ACPA, 2004). In response to these challenges, both Student Affairs and Academic Affairs now seek to provide alternative experiences that

reduce or solve these problems. In a 2004 joint report titled, *Learning Reconsidered*, the National

Association for Student Personnel Administrators (NASPA) and the American College Personnel

Association (ACPA), called for "transformative education" (p. 3). "This model offers a holistic process

of learning that places the student at the forefront of the learning experience" (p. 3). Likewise, in the

report, Greater Expectations: A New Vision for Learning as a Nation Goes to College, the Association

of American Colleges and Universities (AAC&U, 2002), there was a call for significant change. This

change focused on purposeful learners who tie intellectual study to personal life, formal education to

work and knowledge to social accountability.

Although this stance has changed over time, research centered on providing a holistic education

originated in the 1990s with a call for change and accountability at the federal levels. Many articles

placed student learning as the priority but also stressed the need to improve the overall educational

experience. Many scholarly publications began to address this problem and asked the tough questions

concerning holistic education. These publications include but are not limited to; (a) *The student*

experience (Kellogg Commission on the Future of State and Land-Grant Universities, 1997), (b) *An*

American Imperative: Higher expectations for higher education (Wingspread Group on Higher

Education, 1993), (c) New York Times (DePalma, 1991), (d) USA Today (Douglas, 1993), and (e)

Newsweek (Will, 1998). Through these publications, they determined that the millennia failed to

implement this framework and have, consequently, led to a sharp decline in preparedness of college

students in the 21st century. In addition, reports from professional associations representing student

affairs, Student Learning Imperative (SLI; ACPA, 1994), Principles of Good Practice for Student Affairs

(ACPA & NASPA, 1997), as well as academic affairs, American Diversity and the College Curriculum

have infused the literature over this past decade. The federal government has sought many opinions to

reduce student debt and law makers have specifically called for a holistic approach to undergraduate education that provides a meaningful experience (Baxter Magolda & King, 2004; Love & Love, 1995).

There are many factors that are responsible for the lack of productive young professionals obtaining a meaningful career or graduate school opportunity. However, the focus in the 21st century is to merge Student Affairs and Academic Affairs in higher education so that they are directly responsible for ensuring this disconnect (Baxter Magolda & King; Kuh & Hinkle, 2002; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Love & Love; Newton & Smith, 1996). In 1994, Terenzini and Pascarella asserted:

> Organizationally and operationally, we have lost the ability to see the trees for the forest. If undergraduate experience is to be made better, faculty members, academic and student affairs administrators, must come with ways to deliver undergraduate education that are as inclusive and unified to maximize the ways that students actually learn. A whole different mindset is required to capitalize on the relationship in- and out-of-class influences on student learning and the functional interconnectedness of academic and student affairs divisions (Journal of Student Development, pp. 149-162).

1.1 Statement of the Problem

Student success among diverse populations is a problem that many higher education institutions, both public and private, are dealing with nationwide. Particularly among Historically Black Colleges and Universities, only thirty percent of students enrolled at a Historically Black College and University graduate (NCES, 2011). Although the percentage is very poor, more is happening than the institutions are aware of. The literature suggests the highest attrition occurs during the freshman year of college for those from diverse backgrounds. The data also asserted that HBCUs lose a quarter of their student population by sophomore year (Act, 2010). These statistics are shocking, and highlight the increased attention to student attrition which is necessary in closing the gap among higher education institutions. One way to reduce or solve this problem is to merge Student Affairs with Academic Affairs. There are

increased calls to unify Student Affairs and Academic Affairs for the purposes of providing a holistic approach to better prepare the students for the real world.

According to Hirsch and Burack (2001), Student Affairs and Academic Affairs professionals are hesitant to engage in meaningful collaborations due to a lack of trust. Many theorists have pushed for the merging of Student Affairs and Academic Affairs partnerships and were met with much resistance (Bourassa & Kruger, 2001; Kezar, 2001; O'Halloran, 2005). Though many scholars have attempted to find diverse ways to unify Student Affairs and Academic Affairs, little empirical validation has supported the widespread change.

1.2 Purpose of the Study

The purpose of the study is to explore the perceptions held by academic and student affairs professionals that hinder or advance the merger of Student Affairs and Academic Affairs.

1.3 Definition of Terms

The following definitions are included to clarify the terms used in this study:

<u>Academic Achievement:</u> The overall growth and success of a young or older professional pursuing a four-year degree.

<u>Academic Affairs</u>: A division or administrative area within a college or university, which includes the faculty, and is responsible for the curricular aspects of the institution (O'Halloran, 2005).

<u>Academic Support Partnerships</u>: Activities that most directly support student learning in the classroom (Brady, 1999; Schroeder, 1999c).

<u>Administrator:</u> Refers to the president, vice-presidents, deans, and directors who serve in positions of leadership and oversight within the college setting.

<u>Authentic leadership</u>: Identifies a leader-follower model of guiding or directing others through transparent, open, trusting, and connected interactions.

Authentic leadership qualities: characteristics identified in the literature associated with those in positions of authority or serving in a supervisory capacity. Characteristics such as compassion, connectedness, balance, self-discipline, heart, values, self-awareness, genuineness, openness, passion, and purpose are some qualities identified in the literature.

Senior Student Affairs Officer (SSAO): The individual designated to be in charge of all student affairs functions at a college or university. This individual may hold titles such as Vice-President of Student Affairs, Vice-Provost of Student Affairs, or Dean of Students.

Co-curricular Partnerships: Activities that most directly support student learning outside the classroom, or which combine in- and out-of-class learning experiences, including community service and service-learning (Bourassa & Kruger, 2001; Jacoby, 1999; Martin & Murphy, 2000).

Collaboration: Acting cooperatively in the context of common goals (AAHE, ACPA, NASPA, 1998).

First-year Partnerships: Activities that support first-year student learning outside the classroom, or which combine in- and out-of-class learning experiences such as Freshman Interest Groups (Schroeder, Minor, & Tarkow, 1999a; 1999b).

National Survey of Student Engagement (NSSE): A survey designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college (NSSE, 2005).

Policy/Planning Partnerships: Activities that support institutional governance and organization such as institutional planning and policy development (Bourassa & Kruger, 2001; Martin & Murphy, 2000; Schuh, 1999; Westfall, 1999).

<u>Relational transparency</u>: Presenting one's authentic self rather than a false or distorted self; sharing appropriate information and feelings in interpersonal interactions.

<u>Residential Partnerships</u>: Activities that support student learning in residence hall environments, including learning communities and residential colleges (Bourassa & Kruger, 2001; Newton & Smith, 1996; Schroeder, 1999b).

<u>Self-awareness</u>: The process of reaching deeper to understand one's strengths and limitations.

<u>Student Affairs</u>: A division or administrative area within a college or university responsible for students' out-of-class life and learning, including the co-curricular aspects of the institution (Winston, Creamer, Miller, & Associates, 2001).

<u>Trust</u>: Belief that a person will behave in a genuine, honest, and reliable manner based on experience with that person.

1.4 Research Questions

RQ1: Is there a relationship of dynamic collaboration between Student Affairs and Academic Affairs and Student Success?

RQ2: Is there a relationship of authenticity and collaboration between Student Affairs and Academic Affairs and Student Success?

RQ3: Is there a relationship of trust collaboration between Student Affairs and Academic Affairs and Student Success?

1.5 Significance of Study

The divide between faculty members and professional staff has seemed to spread over time (Bloland, Stamatakos, & Rogers, 1996). This divide is a direct result of the lack of understanding and

the lack of trust faculty has towards the role of student affairs (Knefelkamp, 1991; Kuh et al., 1994; Love & Love, 1995). To reduce or solve this problem, higher education leaders divided the two divisions, which in turn disconnected students' academic learning from their personal and social development (Guarasci, 2001). In an article on the false dichotomy of student learning, Baxter Magolda (1996) asserted:

> 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 that our current approach of bifurcating the cognitive and affective dimensions of learning do not work (p. 16).

Much progress has been made in the attempts to pursue meaningful change. However, minimal attempts have been made to combine the two divisions to provide a holistic approach that services the entire student (Kruger, Witziers, and Sleegers, 2007). Kruger et al. list some of these factors such as vision, quality of school, school culture, school size, and leadership. Day, Sammons, Hopkins, Leithwood and Kington (2008) state:

> The involuntary nature of an increased amount of school leadership influence on students has provoked research into those variables or handlings in classrooms and schools that are open to substantial influence by the individuals in leadership positions and produce noticeable improvements in student learning (Journal of Leadership Policy in Schools (p.14).

"The definitive goal of any educational initiative is to improve student success so that individuals may be productive members of our democracy, economy, and communities and live their own American dreams" (Day, Sammons, Hopkins, Leithwood and Kington, 2008, p.1). According to the literature, academia must establish a holistic approach to develop student skills in and out of the classroom setting.

Day et al. contend that these efforts can only be accomplished through dynamic collaboration between Student Affairs and Academic Affairs.

1.6 Delimitations

The delimitations of this study are:

1. The study population is delimited to include three peer reviewed and scholarly case studies.
2. The study data are delimited to include secondary data sources.

1.7 Limitations

The limitations of this study are:

1. The generalizability of the findings is limited to the pre-existing peer-reviewed and scholarly case studies.
2. The study was limited to case studies conducted only in the United States.
3. The study findings do not generalize to the larger populations.

CHAPTER II: REVIEW OF THE LITERATURE

The idea of merging Student Affairs and Academic Affairs in higher education has gone through intense scrutiny, but ironically, has been the premise of the Student Affairs division since the field's founding as expressed in the 1949 Student Personnel Point of View (Roberts, 1998). Conversely, over the last decade, the communication and push to enhance student experiences has come to be a common theme (Schuh & Whitt, 1999). Thus, the examination of this hot topic will center on the following key areas: (a) the historical foundation of student affairs, (b) student affairs and the impact on achievement (c) academic and Student Affairs partnerships that promote achievement, (d) Student Affairs and Academic Affairs partnering for success, (e) creating successful relationships between academic and student affairs professionals and (f) recommendations for merging student and academic affairs.

2.1 The Historical Foundation of Student Affairs

The historical foundation of higher education in America did not involve Student Affairs professionals with the idea of student success. Academic professionals focused more on the complete development of Caucasian males (Brady, 1999). This was accomplished through the integration of the academic curriculum and co-curriculum division to provide a complete experience. In the 1800s, faculty members were called to expand into research and innovation, while staff professionals were given the responsibility of providing meaningful experiences for the students. These changes started after the Civil War. During this time, the expansion began to take center stage in the fight to produce first class citizens. This focus included a diverse pool of opportunities ranging from advanced course work, mechanical training, and teacher training (Brady, 1999). Additionally, with the professionalization of fields such as medicine, law and, in general, what are called the professions of today, there was an

increasing demand being placed upon institutions of higher education to provide accreditation in these disciplines.

After the Civil War, the movement shifted from a liberal university model to the German university model which focused specifically on discovery, which further divided academics and co-curricular experiences. Love and Love (1995) asserted: "The emergence of the German university model forced faculty members to concentrate on their field of study. As a result, the emergence of the elective system in the curriculum, stimulated students to become specific and focused in their studies" (p. 4).

The president of Harvard University, at the time, advocated for competitive course instruction and many required courses were replaced by a large number of elective courses. Academic Affairs professionals were charged with meeting the demands of a competitive global market. On the flip-side, as academic professionals became involved with curriculum, Student Affairs became more intrigued by the student life component of higher education. Changes remained consistent up until the 1900s, and then student life became a necessity for students pursuing a college degree (Love & Love, 1995). As a result, educational administrators sought to meet the challenges head on by merging the Student Affairs and Academic Affairs divisions to provide a holistic and meaningful approach to learning (Brubacher & Rudy, 1997). As separation became normal, higher education officials scrambled to change course instruction to reconnect both the divisions. During this time, efforts were minimal at best, which caused conflicts among faculty because many could not step away from the German university model. Meanwhile, students were viewing other aspects of college as being necessary for their success (Love & Love, 1995). To combat those that did not want to step away from the German model, university administrators put in place deans, chairs, etc. The foundational training program in student affairs, introduced at Teacher's College of Columbia University in 1916, was a program in vocational leadership (Brady, 1999).

Over the next two decades there was tremendous growth in innovation and discovery. As the United Stated looked to compete with world powers, the goal of merging the two divisions was short lived. The Student Personal Point of View in 1937 advocated for holistic education and deemed it as primary to development. In 1949, three additional priorities emerged for the Student Affairs profession: (a) education for democracy, (b) education for international understanding, and (c) education to solve social problems (Brady, 1999). Bloland et al. (1996) asserted:

> The Student Affairs movement, following the philosophical leadership of the 1937 and 1949 Student Personnel Point of View could be pigeonholed as ongoing to seek the still short-lived goal of combining the curriculum and extra-curriculum of Student Affairs and Academic Affairs into a unified approach to education (Journal of College Student Development p. 218).

Until the present day, faculty was inspired to conduct research and the goal of holistic education was secondary. As a result, the official Division of Student Affairs emerged. As contended by Kuh, Shedd, and Whitt (1987), because student affairs professionals took on responsibilities that are removed under the academic umbrella, Academic Affairs professionals did not place great emphasis on understanding the benefit of the Student Affairs division and their role in achieving the goal of the institution.

Significant growth was seen in the 1950s and 1960s with an increase of the percentage of students pursuing a higher education degree. The government placed huge emphasis on adding to the number of higher education institutions that needed to serve diverse populations. As time progressed, student affairs' professional roles became more specific and this ultimately divided them from Academic Affairs (Shaffer, 1993). Next, there was the creation of more universities, which was the direct result of the G.I. Bill and the baby boomer generation.

The student development reform movement emerged in 1970 and the consequences of the social and sexual revolutions became central. This phenomenon provided great challenges for higher education

institutions because diverse populations were coming at a higher rate. However, they lacked professional skills and abilities. As a result, greater emphasis on individual development emerged. Staff within the Student Affairs profession openly accepted this adjustment in their departments. In 1983, individual development was officially noted by ACPA as the "regularly held core of the profession" (ACPA, 1983, p.179). During this thought provoking meeting, minutes from the Executive Council revealed that Student Affairs was established as a temporary fix to assist faculty members, and as a result, student development was not occurring. Faculty perceptions toward the importance and value of Student Affairs shifted and they began to view the Student Affairs division as separate from the mission of the institutions.

As time progressed, Student Affairs professionals embraced the idea of getting back to their original mission, the Student Learning Imperative (SLI). The outcome of this scholarship was introduced by ACPA president Charles Schroeder in the fall of 1993. This mission now sought to view academic development and student development as the two core goals of higher education (ACPA, 1994).

In 1998, a focus group was established by the National Association of Student Personnel Administrators (NASPA) that looked specifically at student education and Powerful Partnerships: A Joint Responsibility for Learning. In their initial statement, the task force members stated:

People work together when the task they face is too vast, is too important, or necessitates too much data for one individual or team to do alone. Organizing what we know about scholarship and relating it to the education of our students is such a massive task. This article really brings into focus that only when each individual in the university community chiefly Student Affairs and Academic Affairs staff collectively owns the responsibility for student learning will we be able to make significant gains towards improving it (NASPA, p. 1).

Additionally, the document also encompassed a set of principles for how to merge Student Affairs and Academic Affairs effectively. As communicated in the original article's purpose statement, the goal was to create a more holistic approach on scholarship in undergraduate education.

According to NASPA (2004), knowledge is defined as learning which brings "an all-inclusive which combines the complete experience that has often remained absent and even self-governing of each other" (pgs. 37-45). Student affairs professionals are companions in a broader campus curriculum and one that looks beyond the traditional classroom. This point illustrates that Student Affairs professionals can improve student learning outcomes, thus placing student learning and development at the forefront of the profession (NASPA, 2004 p. 4).

2.2 The Impact of Student Affairs in Student Learning

As this framework began to take shape in 1993, the Wingspread Group Report on Higher Education entitled, *An American Imperative: Higher Expectations for Higher Education*, called for a return to the concentration of student learning as the primary mission of higher education. The Student Learning Imperative (ACPA, 1994) was the response of Student Affairs professionals as to how they could add to this renewed emphasis on student learning. The SLI posits that the mission of the student affairs division needs to match the mission of the institution in that "if learning is the number one measure of institutional efficiency by which the quality of undergraduate education is unwavering, what and how much students gain from the classroom must also be the standards by which the value of student affairs is judged" (ACPA, p. 1). The authors of the Wingspread report were called upon to answer the question, "What does America need from her colleges?" (p. 6). In essence, the authors of a special learning-oriented issue of the Journal of College Student Development were called on to answer

the question, "What do our colleges and universities need from student affairs professionals?" (Schroeder, 1996, p. 133-156).

Blimling and Alschuler (1996) suggested the communal educational role of Student Affairs and Academic Affairs professionals for student learning needs to be more effective. These authors created four points to support their claim including: (a) student development has been central to the view of student learning throughout the history of higher education, (b) Student Affairs programs enhance student learning through endorsing principles of human development, (c) student development educators are teachers and researchers, and (d) empirical research confirms the contributions of Student Affairs practice to student learning (p. 203-216).

As previously penned, when the English colonized North America, they brought with them their notions about education, including the model of paternalism exercised through a residential college environment. Each individual who operated in a colonial college seamlessly combined the functions that are now divided into Student Affairs and Academic Affairs. The faculty were included in all aspects of their students' lives and taught their students both within and outside the classroom (Brady, 1999; Bloland et al., 1996).

Blimling and Alschuler (1996) asserted that Student Affairs program design improves student learning because it is rooted in theory in relation to human, individual, and group instructional methods. Applied to an educational setting, this grounded background establishes itself in the delivery of workshops, individual and group counseling, advisement of student organizations, and the enabling of educationally enriching living environments. The researchers suggested that in terms of instructional methods, these types of program design efforts would be categorized as "direct intervention, active learning, mentoring, skill development, and applied learning" (p. 206). As part of this dialogue, Astin (1996) elevated the issue of sentimental versus cognitive student outcomes in higher education. In their

mission and vision statements, colleges and universities make assertions with respect to affective student outcomes such as character development, civic responsibility, and leadership skills. Astin (1996) commented, "if higher education is really about cognitive and affective outcomes, then Student Affairs has a vital role to play in 'educating' the student" (p. 124).

Student Affairs professionals should be seen as educators when they are "involved in promoting the growth, development, and learning of students" (Blimling & Alschuler, 1996; p. 207). The classrooms of student development educators address issues in such areas as the residence halls, intramural fields, career centers, student union activities offices, and student organization meeting rooms. In addition, student affairs practitioners often instruct courses for academic credit such as freshman seminars, leadership development, and career planning. Furthermore, many Student Affairs administrators who hold doctorate degrees hold adjunct faculty appointments in higher education or Student Affairs administration departments (Komives & Taub, 2000).

In general, Student Affairs and Academic Affairs in higher education divisions are those in research, assessment, and institutional effectiveness. The neighboring equivalent is among student development educators employed in the field and those employed in Student Affairs graduate preparation programs. Many of them even attend the same professional conferences. Outside this similarity are the numerous student affairs professionals who dedicate a substantial amount of their time leading research, examining data, and creating reports that add to an institutional understanding of their own student populations. Meanwhile, this source of information is primarily used for in-house purposes and is, therefore, not suitable for publication in journals. Nevertheless, the work represented is comparable to research articles published by their faculty counterparts (Blimling & Alschuler, 1996). This point suggests that Student Affair professionals' insights and scholarship are often taken for granted and thus create isolation.

With respect to the research findings of Student Affairs' role in student learning, many authors have added to this growing body of literature. The National Study on Student Learning (NSSL) was conducted as a three-year longitudinal study intended to look at the impacts of in-class and out-of-class experiences on (a) student learning, (b) student attitudes about learning, (c) student cognitive development, and (d) student persistence. Undergraduate first-year students from 18 four-year and 5 two-year postsecondary institutions partook in two rounds of data collection for this national study (Pascarella, Whitt et al., 1996).

The findings discovered both positive and negative effects of student experiences and institutional involvement. Positive attributes reported indicated that students who took part in cultural awareness activities lived on campus, networked with a diverse group of students, viewed their campus setting as unbiased and experienced gains in openness to cultural and racial diversity. The authors noted that these findings emphasized the significance that the peer group had on the impact of college on students. On the other hand, involvement in Greek activities and some intercollegiate sports, especially football and basketball, applied a negative influence on students' improvement of higher order thinking skills. Furthermore, membership in Greek activities also had a huge negative influence on students' tolerance for racial and cultural diversity. The authors expressed that these results should be wisely considered when executing policies that transmit to first-year student associations on campus. Generally, the positive and negative results suggested the significance of the effects of individual student dissimilarities on college outcomes given the influences on certain subgroups of students (Pascarella, Whitt et al., 1996).

The NSSL findings also asserted the interrelated and even overlaying influence of in and out-of-class familiarities on student learning (Pascarella, Whitt et al., 1996). In this study, a number of variables specific to classroom instruction, co-curricular experiences, and organizational climate were

deemed to impact students' intellectual, social, and emotional development. The authors decided that this set of findings, in particular, "specifies a need to misrepresent the boundaries among 'academic' and 'student' affairs" (p. 191) by amending organizational structures. This would affect the attitudes and behaviors of academic and student affairs professionals.

Terenzini, Pascarella, and Blimling (1996) reviewed the literature regarding the effects of students' co-curricular experiences on academic learning outcomes. Recorded as a follow-up to the SLI, the authors concentrated on many out-of-class experiences over which Student Affairs professionals have some governance either through policy or programmatic intervention. The review revealed seven areas of Student Affairs influence including: (a) residence life, (b) Greek life, (c) athletics, (d) part-time on-campus employment, (e) extracurricular activities, (f) faculty interactions, and (g) peer interactions. The authors determined that students' co-curricular experiences had significant positive influence on their cognitive outcomes. They even affected factors before college, such as academic ability and previous knowledge. The researchers believe these should be taken into consideration. Many experiences that were emphasized for their positive offerings included mingling with others of diverse backgrounds, finishing an internship, and conversing about academic topics with other peers or staff. Conversely, they also found that not all co-curricular experiences ended with beneficial learning outcomes for students. For instance, individuals who stayed at home, took part in fraternity life, or were employed full-time showed reduced levels of academic improvements in relation to their counterparts who did not take part in these types of activities. Besides, the data have shown that these undesirable effects are likely to multiply over students' college careers.

Terenzini, Pascarella, and Blimling (1996) also assert that Student Affairs experts are not taking complete advantage of students' co-curricular experiences which help to enhance academic achievement. For instance, while the perception regarding the effects of living on campus are mixed at

best, the studies about the effects of living/learning communities inside of residential life show strong positive correlation in terms of academic achievement. The authors stated, "The learning benefits of living in a residence hall originate less from the place of residence than from the environment of the activities and interpersonal interactions with faculty and peers that they endorse" (p. 158). Taking complete ownership of students' co-curricular experiences, the authors find that Student Affairs experts should be mindful of the following three points when forecasting their campus policies and programs. First, in almost all instances where co-curricular experiences show positive learning effects, active student engagement was central to those experiences. Second, the most powerful source of influence on student learning is interpersonal relationships with peers, faculty, or staff. Third, the learning outcomes of students based on co-curricular experiences are most likely cumulative as opposed to catalytic.

Astin (1993b) reported in the seminal work titled, *What Matters in College*, on 192 environmental measures, including 57 measures of involvement, for a population of over 24,000 freshman students from 309 four-year higher education institutions. The outcomes from this four-year longitudinal study suggested that vigorous student involvement in both the classroom and co-curricular experiences is an essential factor in improving a range of affective and cognitive student outcomes. Explicitly, three types of involvement are noted as having the most influence: (a) academic involvement, (b) involvement with faculty, and (c) involvement with student peer groups. Equally, the researcher established that particular forms of noninvolvement, such as working full-time, living at home, and watching television, had negative effects on these same student outcomes. As a result of these findings, Astin determined, "the student's peer interaction is the single most powerful source of influence on growth and development during the undergraduate years" (p. 398).

Additionally, Astin (1996) examined, in another study, the impact of institutional expenditures for Student Affairs on students' learning and development. He also looked at a number of measures that

represent an established focus on students and teaching and deemed that Student Affairs expenditures had significant positive effects on a number of student outcomes. The most influential impacts that were found for students are a degree of satisfaction with the faculty and their view of the student focus of the faculty. Positive outcomes were also found in respect to students' approval of individual support services, value of instruction, general education requirements, and their general college experience. Many indirect positive outcomes were found for cognitive behaviors, such as degree completion, writing skills, and intellectual self-esteem. In conclusion, students who went to institutions that devoted more resources to the division of student affairs rated themselves higher in leadership development, public-speaking skills, critical thinking skills, and preparation for graduate school.

To follow up on his large study, Astin (1996) communicated the results of several smaller studies using the existing data that centered on values and affective outcomes. Astin contended that with the number of societal problems occurring and the values adopted in college mission statements, researchers, educators, and policy makers should be as concerned about the affective outcomes of the college experience as they are with the cognitive outcomes. A single affective outcome under examination was students' commitment to volunteering. The researcher conveyed that two out of every five students who regularly participated in volunteer activities during high school do not participate when they entered college. What seemed to exert the strongest influence on volunteer participation, looking at student characteristics and college environmental factors, was the rate of interaction with other students. The researcher contends that one understanding of this outcome is student involvement in community service works through peer interaction. A specific outcome that Student Affairs professionals can enhance students' engagement in service learning through simplifying environments in which students interact with peers, such as religious-affiliated groups, student leadership opportunities, and diversity experiences.

Suggestions to enable students' participation in service learning included student development and developing a sense of community among students. Astin and Sax (1998) realized it was troubling to find that both public colleges and universities demonstrated a poor commitment to student engagement in service learning, whereas, private four-year institutions exhibit a much higher emphasis on this practice, even after controlling for institutional size (Astin, 1996). During a 9-year follow-up study on the post college impacts of student engagement in service learning, Astin and Sax (1998) assert that this type of engagement during college produced several positive results, such as enrollment in graduate school, a proven commitment to promoting racial understanding, and socialization across racial and ethnic lines.

Lastly, Astin (1993b) also suggested positive affective outcomes would emerge as they relate to diversity and multiculturalism resulting in students' active engagement in collegiate experiences. The data suggest that the environmental variables of institutional diversity highlight faculty diversity while its emphases are on diversity experiences had significant outcomes on the affective results of cultural competence and commitment to promoting racial understanding.

Evaluating the findings of his research, Astin (1996) determined that if higher education institutions choose to enhance the undergraduate experience in terms of encouraging student learning and success, and if they want to show alignment between their college catalog assertions and the results they are realizing in their students, then Student Affairs professionals are vital to the success of this effort. They are vital not only because of their connections to out-of-class experiences regarding community service and diversity experiences, but because of their potential to impact the interactions within the student peer group, which research has indicated to have the most influence on the impact of college.

When examining affective and cognitive student results and the positions taken by institutions of higher education, King and Baxter Magolda (1996) enhanced an integrative view of learning and individual development. These results are interrelated parts of the same process. Based on their longitudinal study of students' growth during and after college, the researchers identified four significant elements of an integrated view of learning which included the following:

(a) what individuals absorb and claim to know is rooted in how they build their knowledge,

(b) how persons construct knowledge and use their knowledge is linked to their sense of self,

(c) the process by which individuals attempt to understand meaning of their experiences progresses in a developmentally related fashion over time, and

(d) educators who approve these principles will use a comprehensive definition of learning that includes both cognitive and individual development and is germane to the developmental issues impacting the process of education (p. 163-173).

King and Baxter Magolda (1996) found that the abilities associated with a college-educated individual are critical thinking that exceeds cognitive abilities. For instance, the ability of conflict mediation necessitates the ability to converse effectively with debating parties (interpersonal skills), a consideration of role boundaries (personal maturity), as well as the capability to comprehend pre-existing issues (cognitive complexity). Similarly, an open-mindedness to and gratefulness for diversity entails both empathetic understanding and reflective thinking skills. The researchers suggest "the 'independent domains' approach overlooks the experience of both students and educators who daily observes the overlap between students' ways of thinking about their classes, their individual lives, their career choices, and their work surroundings" (p. 164). King and Baxter Magolda discovered that the issues facing students in higher education are clear, but the stakeholders are not, and that Student Affairs

professionals are ready to fill this gap in our educational system through their comprehension of the developmental issues that underlie the processes of teaching and learning.

Additionally, the data studied showed the importance of students' active academic and social participation on student persistence and degree completion. The implication of their outcomes for the organization and operation of colleges and universities, Pascarella and Terenzini (1996) contend that, "The greatest impact appears to start from students' total level of campus involvement, mainly when academic, interpersonal, and extracurricular engagements are equally supporting and applicable to a particular educational result" (p. 647).

2.3 Academic and Student Affairs Role in Student Achievement

Previously, the idea of a collaborative effort was established to populate and contribute to the Student Affairs scholarship. In a report generated by the Carnegie Foundation regarding the condition of baccalaureate degree-granting institutions, Boyer (1990) identified eight points of pressure that would contribute to, or hinder, the business of higher education. The most significant point concerns the segregation of campus life from the goals and objectives of higher education. Various qualitative studies have pointed out that leadership was not in full understanding of the institution's role in students' lives outside the classroom. In an article titled, *The Curious Life of In Loco Parentis* published at American Universities, Boyer (1990) found that higher education professionals have been experiencing hard times identifying new and innovative ways of interacting with students in their nonacademic lives.

As time advanced the Carnegie Foundation, in collaboration with the American Council on Education, conducted an investigation of campus life over a twenty-four-month duration (Boyer, 1990). The results concluded that there was a decrease of ethics and accountability, and campus administration was perplexed about how to better meet these needs of the campus community. Additional findings

assert that the divide among classroom instruction and co-curricular activities have negatively impacted the campus community (p. 2).

Due to the aforementioned unique circumstances, scholars established a set of practices to guide the path forward. They stressed that, for universities to meet the needs of the student, it should be "(a) an educationally focused place where learning is the focus, (b) an open place where civility is acknowledged, (c) a just place where persons are honored and diversity followed, (d) a disciplined place where group responsibilities guide behavior, (e) a caring place where individuals are supported and service is stimulated, and (f) a celebrative place where traditions are communal" (Boyer, 1990, p. 14-21). Ernest Boyer, Carnegie Foundation, contends:

"The homeland and the world need educated men and women who not only chase their own personal interests but also are prepared to fulfill their social and civic responsibilities. And it is throughout the college years, perhaps more than any other time that these necessary qualities of mind and character are developed" (p. 64).

Furthermore, to attain and build positive relations in the campus community, Boyer (1990) believes all aspect of the college experience must be related to one another to meet the needs of all stakeholders. As time progressed, members of the Kellogg Commission on the Future of State and Land-Grant Universities (1997) agreed that higher education institutions must focus on the students' essential qualities of mind and character. They contend, "The biggest challenge we face centers around building character, citizenship, and student's hat exhibit high levels of social responsibility" (p. 98). Boyer contends we should not and will not ignore this obligation in a global economy that sometimes gives the impression virtues such as these are flexible. According to Boyer (1990), "This must be a standard for future graduates and not an option" (p.13).

In a globally diverse and competitive economy, higher education institutions are doing all they can to meet the needs of their student bodies. Universities are trying to rise to the challenge of creating a sense of community on their campuses through creating unified learning experiences. This suggests "a community of faculty and Student Affairs professionals working together to help students see their learning taking place in all aspects of their college experiences" (p. 13-16). The SLI was seen as a vision statement to guide the current practice of community and the sense of community on campus by helping various intricacies of their respective institutions to move toward a holistic model. The SLI states, "Student Affairs professionals attempt to make seamless what are often perceived by students to be disjointed, unconnected experiences by bridging organizational boundaries and forging collaborative partnerships with faculty and others to enhance student learning" (ACPA, 1994, p. 3). Collaboration among Student Affairs and Academic Affairs is a way of creating smooth learning environments, thereby connecting undergraduate experiences with student learning (Schroeder, 1999c; 1999a).

The effort to understand the community's reach concerning Academic Affairs administrators was fully examined in the document titled, *Shared Responsibility: A Shared Responsibility for learning* (AAHE, ACPA, & NASPA, 1998). The report revealed ten main beliefs of learning based on previous research and practice. Each tenet was made known by a representative of academic and student affairs collaboration that has brought about student scholarship. The principles are:

1. Learning is fundamentally about making and maintaining connections

2. Learning is enhanced by taking place in the context of a compelling situation that balances challenge and opportunity

3. Learning is a consistent search for meaning by the learner

4. Learning is progressive, a collective process involving the whole person

5. Learning is done by individuals who are inherently tied to others as social beings

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6. Learning is strongly impacted by the educational climate in which it takes place

7. Learning call for frequent feedback if it is to be continued, practice if it is to be nourished, and opportunities to use what has been learned

8. Much learning takes place informally and incidentally

9. Learning is rooted in particular contexts and individual experiences

10. Learning encompasses the ability of individuals to monitor their own learning (p. 178-181).

Each of the tenets outlined above has gained widespread support through recent scholarship which focused on providing an enriching four-year experience. According to Kuh et al. (2005), meaningful co-curricular experiences are essential to student achievement and organizational effectiveness. Kuh et al. conducted a study at Indiana University to further examine the relationship between co-curricular experiences and student achievement. The two main areas of focus were student involvement in co-curricular experiences and student degree completion. According to Kuh et al., these are the focuses that institutions of higher education must have.

Kuh et al. found these essentials colleges and universities should follow: (a) level of academic challenge, (b) active and collaborative learning, (c) student interactions with faculty members, (d) enriching educational experiences, and (e) supportive campus environment. Kuh et al. (2005) discovered six encompassing features that were common to all 20 DEEP institutions including: (a) a "living" mission and "lived" educational philosophy, (b) an unshakable focus on student learning, (c) environments adapted for educational enrichment, (d) free and open paths to student, (e) an improvement-oriented character, and (f) shared responsibility for educational quality and student success (p. 135-148).

The last two aforementioned principles have a significant positive relationship for Student Affairs and Academic Affairs collaboration. This notion has also been supported in Kuh et al. (2005)

and states, "Effective partnerships among those who have the most contact with students, faculty and student affairs professionals—fuel the common spirit and positive attitude symbolizing these campuses" (p.157). Many scholars (Barefoot, 2004; Tinto, 1998; Woodard, Mallory, & DeLuca, 2001) believe that to have many of the universities' important roles designated to Student Affairs alone gives the false impression that academic affairs professionals bear no responsibility to ensure these goals are met. Moreover, they declare that these implications are both dangerous and have an impact on climate. Kuh et al.'s (2005) study results support the time and resources universities spend to begin the academic year and finds they should go far beyond the amount of time needed to provide a meaningful event.

Kuh et al.'s (2005) work aided in the process of establishing core policies that play a huge role in student achievement. These principles are seen as a useful way to look at student achievement and tried practices to improve (a) sleepers, and (c) fresh ideas. First, "The sleeper principles focused academic and Student Affairs collaboration in that the Student Affairs programs at DEEP institutions were associated with and added to their institution's mission concerning the academic and intellectual development of undergraduate students" (p.265). Additionally, principles were chosen as "sleepers" if they were "policies or practices that have been cited in the literature, have a compelling conceptual or theoretical foundation, but have minimal empirical validation to provide backing for their claim" (p. 265). Addressing the matter from a practical position identifies two areas of focus to successfully implement academic and student affairs partnerships: (a) promote and give incentives on co-curricular experiences centered on student success, and (b) mandate that both academic and student affairs provide for a better understanding of theoretical approaches.

2.4 Collaboration and Success among Academic and Student Affairs

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Many colleges and universities have derived partnership models with ways to enhance interaction and effectively collaborate among Student Affairs and Academic Affairs to increase student achievement. This partnership model symbolizes a new approach that takes into account the individual students and their academic plan for four-year matriculation (Martin & Murphy, 2000). There are many sources that have given rise to this movement and have brought back to the forefront what once was once lost. For example, one such movement of topic is the SLI (ACPA, 1994), which leads professionals to plan and dedicate appropriate resources to meet the need. Institutions that struggle to stay alive financially are adapting a business-like-mindset and business models. As a result, leaders now look at new and innovative ways to get the most production out of a limited number of resources. For instance, professional staff employees are now being given additional work as other duties are assigned to meet the institutions' needs without having to hire additional workers. In the past, Student Affairs professionals were tasked with meeting these needs. However, since they are stretched too far, other divisions have to assume these roles. These historic roles were previously filled by Student Affairs staff. This re-classification of roles has changed the reporting structure from Student Affairs and Academic Affairs (Bourassa and Kruger, 2001). The shortcoming within these new roles has increased the responsibility in higher education and calls from parents, local communities, and political parties driven by a consumerism to mandate higher education officials to look at the undergraduate experience as a holistic experience.

In sum, more attention is being focused on students' co-curricular experiences based on new literature that identifies the benefits of these experiences for students' learning and development (Kuh et al., 1994; Love & Love, 1995). Applied learning experiences, such as service learning programs, have produced openings for Student Affairs professionals to join their Academic Affairs colleagues on the curricular side of the campus (Martin & Murphy, 2000).

2.5 Opportunities for Partnership Development

Positive partnerships and mergers among Student Affairs and Academic Affairs professionals may be the solution to improving the undergraduate experience that higher education officials have been seeking (Schroeder, 1999b). Furthermore, it acknowledges crossing boundaries and outcomes as effective methods to identify new ways for partnership. This idea considers forecasting and being able to identify strengths as well as shortcomings. With that in mind, higher education leaders can make data driven decisions about strategies that move their institutions forward in a positive way. These decisions "necessitate individuals to venture beyond the comfort, predictability, and security provided by their organizational boundaries" (p. 37-49). According to Martin and Murphy (2000), being able to tie classroom instruction to co-curricular experience provides for a meaningful experience. This also allows students to service their campus community, as well as their surrounding local communities (Jacoby, 1999). Previously, co-curricular experiences were only provided with the collaboration of Student Affairs and Academic Affairs. For example, faculty brings to the equation academic rigor which challenges the student to reach innovative knowledge building. Student Affairs bring the student development piece and both together tie classroom experience to real world experience. This collaboration provides a holistic approach to enhance the four-year experience of each student.

Think tanks have been conducted by The New England Resource Center for Higher Education (NERCHE) for many years. These think tanks point out that, although each division has different roles and responsibilities, essentially, the goals are the same, student achievement. The leaders of NERCHE assert that when Student Affairs and Academic Affairs merge the result is a positive experience for the student. Below is a list of topics discussed during the think tank discussions: (a) assessment, (b)

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technology, (c) changing student populations, (d) student retention, and (e) general education (Hirsch & Burack, 2001).

Commissions that assess higher education institutions have now put pressure on academic leaders to improve and publish their results on their web pages (Hirsch & Burack, 2001). Learning that takes place in the classroom is a direct result of the experiences of which students partake during their four-year experiences (Bresciani, Zelna, & Anderson; 2004; Kuh & Banta, 2000). Hirsch and Burack assert that although faculty has mastery in the classroom, collaborating with Student Affairs has a positive leader outcome on leadership and responsibility.

Technology is another area that needs dynamic partnership between Academic Affairs and Student Affairs. Technologies to date have consisted of students seeking a higher education through degrees online. This dynamic has created a new demand among persons seeking post-secondary and graduate opportunities. This point suggests that educational leaders need to seek ways innovative ways to develop such curriculums to meet the demand. Typically, faculty members are not well versed in online technology and thus experience shortcomings. Having the capacity to develop sustainable collaborations among the Student and Academic Affairs Divisions not only increases their knowledge of learning styles, but allows faculty can experience new information different from academia.

Chances for partnerships have transitioned from instructional technology to the land of strategic decision-making for an entire university. This phenomenon distorts the boundaries between the pedagogical and administrative realms. Hirsch & Burack (2011) asserted:

"Addressing these matters in a modest market place needs new cooperation and collaboration between Student Affairs and Academic Affairs in order to concentrate campus discussion and decision making on technology as a way to advance education and not as an end in itself" (New Directions for Higher Education, pp. 55-62).

Partnerships between academic technology, instructional support, and the administrative system are necessary to unify the curriculum and develop innovative ways to merge classroom experience with co-curricular pursuits.

Technology in the classroom has significantly altered the traditional classroom environment. Scholars see changes that create the biggest resistance to learning as an opportunity to develop these dynamic partnerships. Relying on the expertise of Student Affairs professionals regarding the needs of a 21st century, students can re-energize academic professional overall production (Hirsch & Burack, 2001; Martin & Murphy).

Encouraging diversity in curriculum as it relates to the student population demographics presents a wealth of opportunities for collaboration between academic affairs and student affairs (Hirsch & Burack, 2001; Martin & Murphy, 2000; Schroeder, 1999c). The undergraduate experience can no longer be seen as primary, but in the same context as family, relationships and things that are central to each individual student. Looking at these new student characteristics, Arthur Levine (1993) commented: "The issue is that the four-year institutions students seek do not exist with the exception of a few. What students are seeking from higher education institutions is for them to service them around the clock, much like a bank. In essence "they want education at their disposal at all times" (p.1). Furthermore, Academic Affairs professionals are having a difficult time incorporating curriculum with students of diverse learning styles. In other words, these students want learning that is concrete, practical, and right now. Students from diverse backgrounds are challenging the process of learning and wanting to know the "why" in the equation.

This dynamic often causes conflict between the student and the professor. Kanter (1995) asserts that for organizations to be productive, leaders must exhibit high levels of cultural intelligence. Cultural intelligence allows individuals to recognize how other people think and how they respond to their

perceptions. Although this decreases cultural communication barriers, it gives professionals the ability to leverage diversity management (Fayazi and Jan Nisari Ahmadi, 2006). It is important to note that having a keen understanding and motivation without an effective response to one's diversity may contribute to a loss of human values also known as human capital. Therefore, it is essential that leaders embrace cultural intelligence capabilities and skills necessary to react appropriately to diverse cultures. In other words, cultural intelligence is the skill that helps individuals to increase their understanding of the cultural concepts of others. It does not mean that cultural differences are ignored, but embraced. Fayazi and Jan Nisari Ahmadi, (2006) assert, "it is highly recommended that appropriate research in cultural intelligence and its impact on efficiency be explored" (p. 172).

The common goal among both Student Affairs and Academic Affairs, which is student achievement, provides a rich opportunity for merging Student Affairs and Academic Affairs. Student affairs, in partnership with Academic Affairs, can be more meaningful and pertinent to students' lives. What Student Affairs professionals bring to the table is the ability to facilitate assignments regarding student and campus life issues, both positive and negative and the role of student government, and multiculturalism (Schroeder, 1999c).

Academic achievement and retention have put many higher education institutions at risk of closing down due to the unsteady financial landscape which higher education is facing (Schroeder, 1999c). Nonetheless, scholarship has consistently supported the importance faculty plays in retaining students (Barefoot, 2004; Barefoot et al., 2005; Tinto, 1998; Woodward et al., 2001). A campus-wide task force on retention stated, "A task force centering specifically and exclusively on retention brings together Student Affairs professionals, tenured faculty, coaches, and residence hall staff on a like footing to produce strategies that make the campus experience more holistic and coherent" (Tinto, 1998, p. 11).

In sum, courses that create meaningful student experiences are being explored through the general education program of study. Furthermore, these types of general education courses and outcomes are very beneficial in creating dynamic partnerships to serve the student body (Hirsch & Burack, 2001). Attainment of general education outcomes can be aided through collaboration between faculty and Student Affairs professionals. This would affect their involved with orientation and freshman seminars (Schroeder, 1999c). Similarly, Martin and Murphy (2000) assert recommended connections between professionals in the Student Affairs and academic affairs offices to create for-credit, co-curricular experiences to complement general education classroom-based activities.

2.6 Obstacles for Developing Dynamic Partnerships

It is much easier to speak about how beneficial a merger between Student Affairs and Academic Affairs would be than actually doing it. The reasons are many, and as we continue to move forward in the 21st century, institutions are being forced to change their culture, which has created disastrous results. The continued mandates from the federal level and leadership have caused a ripple in the structure of higher education. These issues have led to departments and divisions being totally isolated from each other. Another reason for the resistance to a merger between the Student Affairs and Academic Affairs departments is the top-down hierarchy structure, which plays a huge role in higher education (Schroeder, 1999b). When these pressures are on the horizon, the result is a lack of innovation and growth, which inhibits effective partnerships between Student Affairs and Academic Affairs. For the momentum to swing in a positive direction, these forces have to be eliminated (Schroeder, 1999b, p.137). As cited in Boggs (2016), according to Seymour (1995), "most organizations have shared assumptions that protect the status quo and provide few opportunities for learning. Standard operating

procedures can become so institutionalized that competence becomes associated with how well one adheres to the rules" (p.101).

Additionally, Martin and Murphy (2000) posited that there are five challenges to overcome for this merger to take place: (a) traditional separations among academic disciplines and departments, (b) shortage of significant, familiar rewards for faculty participants in partnerships, (c) noteworthy turnover in student affairs staff, particularly at entry levels, (d) budget and reporting structures that limit scopes of operation, and (e) "cross-cultural" communication issues (p. 89-100). Additional problems and limitations to creating and maintaining effective partnerships between Student Affairs and Academic Affairs argued in the literature include essential cultural differences between the two groups. The historical departure of the formal curriculum from the informal co-curriculum, and a usual view that the role of Student Affairs is secondary to the academic mission of the institution, opposing assumptions and values about what is meant by effective student learning. Additionally, differential expectations and reward structures for faculty and student affairs professionals differ (Love, Poschini, Jacobs, Hardy, & Kuh, 1993; Whitt, 1996).

Failure to display cultural competence and having an outdated or historic structural model can really drive an institution downward. This dynamic has a negative impact on institutional success. According to Kezar (2001), cultural and structural obstacles nest in the mortal or figurative nature of organizations. These obstacles possess tenets such as values, purpose, underlying assumptions, beliefs, myths, and rituals. Kezar's work identified four primary obstacles to developing and sustaining partnerships including: (a) lack of faculty and staff time, (b) faculty disciplinary ties, (c) faculty resistance, and (d) lack of established goals. Largely, there were many responses, but the most relevant barrier was a lack of cultural competence. These identifiable effects were supportive of the ones outlined by Martin and Murphy (20000). Though Kezar's (2001) findings went beyond previous works, she also

examined if there were institutional dissimilarities in regards to challenges to developing partnerships. "The data showed a statistically significant positive relationship between type of institution and number of fundamental obstacles in that public four-year and inclusive institutions experienced the highest number (three or more) and community colleges had the lowest number (two or less)" (pgs.39-51).

Kezar (2001) theorized that this finding may be due to a decreased priority on research in community colleges, and an increase on research at four year institutions. This dynamic impacts how faculty members devote their time and how they are compensated for their work through the promotion and tenure process? The information also suggests there were somewhat more cultural hurdles at public four and two-year institutions than at private four-year colleges and universities. The investigator linked this finding to the more obliging environment often found at smaller institutions. The data showed that there was not a statistically significant relationship between the number of obstacles and the number of successful collaborations. In short, higher education institutions confront a portion of impediments to collaborate; however, these hurdles do not impede the institution from developing and sustaining successful partnerships.

2.7 Strategies and Recommendations for Successful Partnerships

If these types of partnerships are going to take place, particularly between professionals from both Student Affairs and Academic Affairs, an understanding of the issues and the scope of the partnership and commitment will need to take place. Additionally, when an understanding is reached, these efforts must be supported and reinforced by upper administration. Building a productive learning atmosphere, such as a residential-based learning community, requires Student Affairs and Academic Affairs professionals to become "familiar, valued collaborators" (p. 54). As cited in Boggs (2016), "Though these corporations have many features, the common feature is an honest understanding that

each area has much to offer and gain from the other" (p. 54). Partnerships of this sort must start with a

shared vision of undergraduate learning (Schroeder, Minor, & Tarkow (1999a, 1999b). Likewise,

Westfall asserts the "Primary most important aspect in the development of partnerships" (p. 56) began

with the merging of the two divisions.

Creating and nurturing these existing professional relationships creates an atmosphere of shared

governance. This must first start with bringing people to the table and giving everyone an opportunity to

have an impact. This has a significant impact on trust. As previously stated, complete buy-in from upper

administration is essential in establishing this partnership (Schroeder et al., 1999b; 1999b; Westfall,

1999). Additionally, leaders need to be more proactive in order to accomplish desired results. These

actions involve:

> (a) the creation of cross-functional teams, joint planning and execution, and assessment of
> jointly agreed upon outcomes; (b) thinking and acting systemically to make sure that the
> appropriate human and fiscal institutional resources are connected and united for optimal
> effectiveness and efficiency; and (c) collaborators who are eager to occasionally take risks
> outside of their organizational comfort zones, challenge the status quo, and take reasonable risks
> (p. 51-61).

As cited in Boggs (2016), Schroeder, Minor, & Tarkow (1999a) suggest three major

recommendations to individuals interested in developing partnerships between Student Affairs and

Academic Affairs including: "(a) identifying serious issues that present opportunities for collaboration,

(b) determining possible partners and allies who have a commitment to the issue, understanding of

campus processes, and authority to ratify change, and (c) locating existing exemplary models and best

practices on which new partnership initiatives can be based" (p. 37-49). Westfall's (1999)

recommendations expanded on those of Schroeder, Minor, and Tarkow in relation of the knowledge and

skills of partnership initiators, delivering campus structures and processes, and directness to unexpected opportunities.

To begin, the task force responsible for developing this merger must be knowledgeable and have effective communication regarding the successes and shortcomings of academic programming and student learning outcomes (Schroeder, Minor, & Tarkow, 1999a). The research suggests that creating these collaborative relationships starts by working with those that are not resistant to change and those that foster high levels of trust. Additionally, working with stakeholders that are trustworthy and committed can have a significant positive impact on issues others have about moving toward a joint effort. In order to gain greater insight into the ideas of others from diverse backgrounds, leaders should create an advisory group comprised of diverse campus constituents. Similarly, organization data collection efforts in order to track progress and avoid short comings must be undertaken. Last but not least, participants must be flexible and culturally competent when establishing these partnerships. Looking at the national data concerning partnership efforts and strategies indicated four top strategies, including cooperation (73%), Student Affairs staff attitudes (66%), common goals (63%), and personalities (62%) (p. 59-69).

When respondents had more flexibility with their responses the data indicated that new stakeholders or leaders have a significant impact on initiating change to establish new partnerships (Schroeder, Minor, & Tarkow, 1999a). The researcher reported that the previous point could go unnoticed. In sum, 65% of the respondents reported that human or cultural characteristics were most predictive of successful partnerships, whereas only 25% of the respondents indicated that structural variables were most important.

Structural strategies, such as incentives, re-examining budgets, and restructuring responsibilities, have been identified as key elements in the organizational change literature. Kezar (2001) concluded

Student Affairs professionals are a little reluctant to embrace individual factors, but are more receptive to organizational factors. Moreover, those that had a history in building a relationship were deemed to have the most successful outcomes. Furthermore, the research data revealed a divide between the SSAOs' perceptions of strategies that were facilitative of partnerships and the actual strategies that were associated with the highest number of successful collaborations. The results suggest that there is a statistically significant relationship between structural strategies and the number of successful partnerships on campus. As a result, Kezar was able to interpret that both cultural and structural strategies are vitally important; however, the importance of structural strategies is continuously underestimated.

After thoroughly examining both cultural and structural strategies, Kezar (2001) found that 80% of senior administration supported the above factors as the most important in creating successful partnerships. Moreover, it was indicated though these strategies are related to large institutions, more incentives and resources may be needed to establish partnerships at smaller institutions. As a result, individuals interpreting the results tend to overestimate the significance of leadership.

Surveying the findings, Kezar (2001) established directional strategies to support the maintenance of successful partnerships. It is important, particularly when developing these partnerships, to be conscious of the differences within the institutions and the dynamics of the collaborations taking place. First year experiences courses are a likely point to begin this collaboration and also a good starting point to gain buy-in from senior administration.

Leaders must be aware that Student Affairs professionals will tend to overlook the structural side of the process because of the human development component (Kezar, 2001). It is important to note that when including things such as incentives, larger institutions will benefit the most, while upper administrative support is sufficient at smaller institutions. The department of human resources should

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begin by bringing in new hires that provide a support to leadership during the change process. Finally,

leadership must be conscious of the institutional factors that can completely derail partnership efforts.

According to the literature, these barriers have a significant effect on the success of the partnership.

> In 2001, there was a push to move from the development of partnerships to fully functional collaborations. These partnerships centered on relevant issues and accountability. There are eight outcomes associated with these partnerships, identified in 24 institutions (Kezar, 2001). To begin with, anyone involved in partnerships of this nature are encouraged to be opportunistic and engaging even if they are not directly involved. The Dean of Student Life at Simmons College stated as cited in Boggs (2011):

> In the spaces 'between' the traditional partnerships that many are now pursuing, there are usually some excellent, overlooked opportunities that were perhaps not part of an original plan. Instead of responding, 'This doesn't fit our guidelines,' take note of them and realize that the conditions behind these personnel and budget alignments are real and may not appear again for several years. In other words seize the moment and not overlook and opportunity to have a positive impact despite challenges (Martin & Samuels, 2001, p. 91).

The second strategy is sustaining partnerships by controlling the budget. Lack of financial

support is one of the biggest reasons these partnerships fail, according to Martin and Murphy (2000). To

obtain monetary resources for partnership efforts, the financial planners must think outside the box and

consider institutional structures and outside governance. As such, partnership with the Chief Academic

Officer (CAO) is essential to ensure that goals are met.

It is also a great idea to exploit times of transition and turnover. This strategy is important

because there are significant differences in career advancement and tenure-track faculty members and

Student Affairs professionals. Martin and Murphy (2000) state, as cited in Boogs (2016):

Career mobility is one of the primary distinctions between Student Affairs professionals and faculty

members, as well as one of the broadest barriers to building long-term successful partnerships. While

faculty members seek stability and professional longevity through tenure-track appointments with a

clear path to the tenure vote, student affairs professionals are often encouraged to seek new positions every 2 to 4 years in the first decade or so of their careers (p.9).

Partnership planners are most likely not in the position to deter staff turnover, but they should be cognizant that a key Student Affairs staff member may leave during a partnership effort, or that a faculty member may be resistant to working with three difference directors of residence life within a two-year period. Also, planners can take advantage of staff turnover by using it strategically as a budget tool to reallocate funds, or as a human resource tool to hire new professionals who are committed to the shared vision of creating partnerships to enhance student learning (Martin & Samuels, 2001).

An essential strategy advocated by the literature is to try at all costs to dodge a collision of cultures. This lack of cultural intelligence denotes a lack of understanding of others' roles, expectation, orientations and reward systems that may be based off diverse criteria. The former dean of students at Wichita State University, Lori Reesor, expressed that partners need to be "other-centered" for partnership efforts to be successful. This point indicated that for this partnership to work, stakeholders must keep their focus on the students and not themselves. She goes on to state that partnership efforts among students, faculty, and student affairs professionals lead to the university establishing a new student conduct policy. She further stated that "we learned to think more like the 'other' and to foster a sense of trust that continues to exist and shape policy" (Martin & Samuels, 2001; p. 94).

The use of advertising and public relations has become a useful strategy in maintaining and sustaining campus partnerships as both Student Affairs and Academic Affairs look for media resources. The use of media outlets also can be used as a promotional tool to garner support from chief financial officers, presidents, and trustees (Martin & Samuels, 2001).

Lastly, Martin and Samuels (2001) advocated that to effectively sustain Student Affairs and Academic Affairs partnerships one cannot become too attached to the process. Although this is a

paradox to the success of the partnership, this premise is derived from the fact that, partnership efforts should be impermanent so the process of effective partnership continues to grow and change with the mission of the institution. The researchers explained, as cited in Boogs (2016), "Student Affairs and Academic Affairs partnerships are now being transformed into more strategic, accountable, and politically savvy identities in order to compete successfully for increased resources and student time amid the many calls for allegiance and engagement on today's campuses" (p. 99).

The literature can reasonably conclude that in Schroeder's (1999a) research, affirmation that partnerships are necessary and essential to drive the overall success of an institution. New perspectives among partnership leaders focused on locking in the budget line, stabilizing the partnership effort, and hiring someone to perform administrative functions in the 1990s. Different priorities were set by Martin and Samuels (2001) who focused on what impact the partnership in a positive way. As a result of their work, it was concluded that partnership energy should have the capability to change or completely go away to compete with a globally diverse world.

2.8 Summary

As supported by the literature, merging Student Affairs and Academic Affairs learning environments creates desired goals and outcomes for college students. The literature indicated that partnerships between Student Affairs and Academic Affairs have desired outcomes for students during their matriculation through higher education. The literature has supported, through various research, that when curricular and co-curricular experiences are combined, the outcome is meaningful and holistic. The previous landscape of higher education, more specifically, the Student Affairs divisions, gives a clear description for understanding the historical context and a model to move forward in the 21st century. Many sources have spoken about outcomes and assessments as the next course of action. However, the literature remains incomplete. In sum, the debate over unifying student affairs work with

the educational mission of institutions has continued and has broadened its appeal to many in academia, but there has been very little theoretical validation to support widespread change.

2.9 Theoretical Framework

Leadership has been called to the forefront in the 21st century. Of the many leadership styles, authentic leadership depends on progressive capacities and a highly advanced organizational context (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Luthans & Avolio, 2003, as cited in Northouse, 2013). In the beginning, more focus was given to one's inauthenticity rather than authenticity. The work on authentic leadership theory has developed considerably from the previous work on the individual self which is usually associated with the maxim "to thy own self be true" (Avolio, Gardner, & Walumbwa, 2005, p. xxiii). The existing framework improves the developmental process at the individual, collective, organizational, and societal levels. There are four lenses of authentic leadership: intrapersonal (Chan, 2005), interpersonal (Eagly, 2005), developmental (Shamir & Eilam, 2005; Walumbwa et al., 2008), and pragmatic (Luthans & Avolio, 2003, as cited in Northouse, 2013).

A basic principle of authentic leadership is the idea that authenticity in leadership requires heightened self-awareness (Avolio et al., 2004). *Self-awareness* is defined as "a process where one continually comes to recognize his or her unique talents, strengths, sense of purpose, core values, beliefs and desires" (Avolio & Gardner, 2005, p. 324).

Balanced processing is the processing of self-esteem-relevant and non-self-esteem relevant information from a moderately objective view that combines both positive and negative attributes and qualities (Gardner et al., 2005). Authentic leaders involve themselves in more accurate and balanced self-assessments as well as social comparisons and act on these assessments without being sidetracked by self-protective motives. Authentic behaviors require acting in accord with one's values and needs, as opposed to acting in order to make others happy or receive rewards or avoid punishment. Because

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followers' trust in leaders is largely centered on the leaders' actions, a leader's advocated values must be consistent with actions in order to be seen as acting with integrity (Gardner et al., 2005, as cited in Northouse, 2013).

Relational transparency is the final component of authentic leadership and requires the presentation of one's genuine self. It is attained through openness and appropriate self-disclosure of one's values, identity, emotions, and motives; this transparent sharing of information increases followers' trust in leaders (Norman, 2006). Transparency is a key component of authentic leadership that is anticipated to build trust in followers. In the Avolio et al. (2004) leadership framework, trust is a key paramount variable linking authentic leadership to followers' attitudes and behaviors. Although literature about authentic leadership is relatively new, three studies have shown that relational transparency is a key element of authentic leadership and is a significant predictor of trust in the leader (Gardner, Chan, Hughes, & Bailey, 2006; Hughes, 2005; Norman et al., 2006). One study concerning authentic leadership and trust defined trust as the core leadership component needed in the 21st century. Mayer, Davis, and Schoorman (1995) assert that three characteristics of the trustee (i.e., leader) are critical for the development of trust: ability, benevolence, and integrity. The one who trusts makes efforts to draw inferences about the trustees (Gardner et al., 2005, as cited in Northouse, 2013).

Trustworthiness is based on the characteristics the person displays, such as honesty, integrity, dependability, respect, and fairness, and these implications of trustworthiness affect work attitudes and behaviors (Dirks & Ferrin, 2002). Thus, the amount of trustworthiness of the leader may be an important leader behavior for inclusion in a model of authentic leadership, recognizing that one who trusts may want to trust even in the case of limited trustworthiness.

Furthermore, authentic leadership emphasizes the essential role of authentic leaders in facilitating follower development (Gardner et al., 2005). In particular, authentic leaders nurture

development of self-awareness and authenticity in others by offering opportunities to seek out new

skills, thereby enabling autonomy, competence, and satisfaction with work. Leader behaviors that are

empowering and supportive have been related to improved performance and job satisfaction outcomes.

Specifically, studies establish that leader-empowering behavior, such as fostering participation in

decision making, expressing confidence in high performance, and facilitating goal accomplishment, was

connected with increased empowerment and work effectiveness (Laschinger, Wong, McMahon, &

Kaufmann, 1999), effective role performance (Hui, 1994), and reduced burnout (Greco, Laschinger, &

Wong, 2006). Both empowering and supportive leader behaviors are consistent with the tenets of

authentic leadership in fostering follower development. Factors, such as role designation and educational

level, may impact the importance followers assign to various leader behaviors. In the literature,

educational level of staff members was associated with their perceptions of leadership effectiveness

(Gardner et al., 2005, as cited in Northouse, 2013). Leadership plays a huge role among professionals

and it has been found consistently that leadership and trust are essential in any productive organization

(Lowe, 2006).

2.10 Leadership Implications

There is a real demand for competent leadership in higher education. According to the literature

there is a strong likelihood that leaders who exhibit high levels of authenticity, cultural intelligence, and

foster high levels of trust will drive impressive outcomes. Research suggests leaders that exhibit high

levels of authenticity aid in developing success and trust within an organization in the 21st century

(Alvesson & Sweningsson, 2013). This success may be seen as the key ingredient to developing

dynamic relationships among Student Affairs and Academic Affairs professionals.

CHAPTER III: METHODOLOGY
Case Study Phenomena

Stake (1978) defined a case study as the investigation of a "bounded system" based on descriptions that are complex, holistic, and situated within a larger context or setting. Furthermore, it may be an event, a process, a program, or several people (Creswell, 2014). According to Stake, (1978) "The case is a specific, a complex, functioning thing … an institution, a program, a responsibility, a collection, or a population can be the case rather than a process…it can be down-to-earth and attention-holding" (p. 5-9). This research compares and contrasts three existing case studies and will analyze each case study to develop underlying themes occurring during the phenomena.

3.1 CASE STUDY ONE
Sriram, R. (2014). The development, validity, and reliability of a psychometric instrument measuring competencies in student affairs. Journal of Student Affairs Research and Practice, 51(4), 349-363.

In this study, the researcher used a cross-sectional, non-experimental design in order to gain understanding and insight from Student Affairs professionals and make generalizations to the larger population (Sriram, 2015, p.1). Participants selected for the study were Student Affairs professionals that worked in higher education institutions throughout the country. This research sought to explore if the culture of Student Affairs differs depending on the type of institution (Hirt, 2006). The goal of this research was to provide understanding on collaborative efforts of Academic Affairs and Student Affairs and how individual perception and institutional culture support or prohibit merging academic and student affairs. Many researchers have made the case for merging Academic Affairs and Student Affairs; however, scholarship remains scarce. As such, Sriram sought to contribute to the field of knowledge in student affairs work by measuring collaboration as a competency, measuring institutional

culture in relation to collaboration, comparing collaboration competency based upon subspecialty, and

identifying predictors of collaborative skills in Student Affair professionals (p.1-2). The researcher

purposely chose to examine one institution because larger institutions tend to have bigger divisions of

Student Affairs with professionals who have obtained an advanced degree. Kezar and Lester (2009)

contend that the student population and complexity of institutions may lead to both a greater need to

collaborate and greater barriers to collaboration.

The researcher (Sriram, 2015) had two specific questions in mind when he conducted the study.

He wanted to know:

Research Question 1: Do demographic variables and perceptions of a collaborative culture predict and

explain Student Affairs professionals' collaboration competency?

Research Question 2: Do differences in collaboration competency among professionals who work in

different specialized areas of Student Affairs (p. 56-69).

Moreover, the study examined demographic data to draw conclusions about the institutional

culture. The study (Sriram, 2015) used the National Survey of Student Affairs Professionals (NSSAP), a

95-item instrument measuring 13 Student Affairs competency areas and two areas of institutional culture

to measure institutional culture. In previous research, the NSSAP demonstrated content validity,

construct validity, and reliability. The researcher used data from two of the scales for the current study.

The instrument demonstrated construct validity and had a Cronbach's alpha of .71 (p.61-64).

The researcher measured collaborative competency and used a five point Likert-type response

scale to measure participants' willingness to partner with academic affairs in order to affect student

success in a positive way. The scale established construct validity from a principal components analysis

which refers to a statistical procedure that uses an orthogonal transformation to convert a set of

observations of possibly correlated variables into a set of values of linearly uncorrelated variables called

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principal components. An analysis of variance (ANOVA) was conducted to examine variance of collaborative competency among diverse groups for comparison purposes. To establish differences among groups the researcher selected Hochberg's GT2 for the post-hoc test, which was applicable due to imbalance of the group sizes and very different sample sizes (Sriram, 2015 p. 61-64).

The findings suggest that competency and willingness to partner with Academic Affairs significantly varied among areas of specialization (Sriram, 2015). On the other hand, post hoc data did not indicate any noteworthy changes in individual pairings and the effect size reveals no meaningful significance. Therefore, it is suggested that in a system where institutions promote and support culture to provide a holistic experience, cooperative competency of Student Affairs professionals is impacted in a positive way. The findings support the existing data on the impact of organizational culture within an institution. When an institution fosters a culture of support and collaboration the outcome is positive and student success is impacted in positive way. However, when the culture of an institution does not provide the support and/or is not willing to move in a collaborative effort, the likelihood of partnership among both divisions is significantly reduced.

As previously mentioned, institutions that are considered research institutions usually have larger divisions of Student Affairs then those that do not place a high priority on scholarship. As such, one should be cautious when generalizing these findings to other types of institutions. Second, the study examined the perceptions of student affairs professionals as they relate to their competence and the culture of the institution (Sriram, 2015). It would have been important to examine the perceptions of Academic Affairs professionals to provide a complete assessment of the issue and to better make inferences about possible solutions. Third, this study does not generalize to the true population and thus results should be interpreted with caution.

This study contributes to educational leadership by providing empirical research data on the factors that promote or hinder collaboration among Student Affairs professionals. There is considerable support in the literature that, when Student Affairs and Academic Affairs engage in meaningful collaboration, students' success is impacted in a positive way. According to Kezar & Lester (2009), in the 21st century student success and student growth will depend on institutions of higher education's ability to collaborate across divisions holistically to meet the needs of the 21st century student.

3.2 CASE STUDY TWO
Edwards, Patrick. (2011). The Personal and Institution Dimensions of Success for Low Income Students: Implication for Collaboration Between Academic Affairs and Student Affairs. UMI Number: 3472240

Edwards (2011) conducted a study to gain insight on the individual and institutional dimensions that promote and maintain student success for low-income students at a four-year public institution that consistently had one of the highest six-year graduation rates in the country (p.1-2). As such, the study examined the following: the impact of Student Affairs and Academic Affairs on student success, impact of senior leadership and the individual factors that permit low-income students to succeed.

The researcher Edwards had four specific questions in mind when he conducted the study. He wanted to know:

Research Question 1: Does an institution with one of the highest six-year graduation rates among four-year public intuitions in the United States support, retain, and graduate low income students?

Research Question 2: How do low-income students in a public four-year institution with one of the highest six-year graduation rates in the country describe the reasons they are able to persist through graduation?

Research Question 3: What is the role collaboration plays between Student Affairs and Academic

Affairs play in facilitating student success for low-income students?

Research Question 4: Does senior leadership institution enable or disable collaborative relationships

between Student Affairs and Academic Affairs to facilitate student success for low-income students? (p.

42).

The study utilized a qualitative case study design and examined how institutional and personal

dimensions promote student success for low-income students at a four-year public institution. The

sample population for this study was low-income students, faculty, staff, and senior leaders at the

selected institution. The researcher used purposeful sample methods to select faculty, staff, and senior

leaders (Edwards, 2011, p.40).

The researcher (Edwards, 2011) conducted interviews with institutional members that looked at

the underlying tenets of low-income students, faculty, professional staff, and senior leaders' analysis of

institutional data. Secondly, the researcher led focus groups with low-income students, and directly

observed the campus community to gain insight that promotes student success. To maintain the integrity

of the research process, the researcher used interview protocols, observation protocols, and researcher

field notes (p.40-41).

The researcher used a line-by-line manual coding of each interview and focus group transcript,

observation protocol, and document analysis (p.17). Transcripts were evaluated in a manual process to

determine patterns, codes were examined and coding categories were joined and cross-analyzed to look

for similarities among participants. Once the data analysis concluded, codes were examined to

understand patterns, similarities, and determine initial categories (Edwards, 2011, p.17-18).

The findings offer that students selected for admission performed above average in high school.

Through themes and the subthemes, the researcher provided evidence to answer the following research

questions (Edwards, 2011, p.58). Research question 1: "How does an institution with one of the highest six-year graduation rate amongst four-year public institutions in the United States support, retain, and graduate low-income students?" (p.58). Based on the findings, accountability and resources for student success, senior leadership role, and institutional commitment play a vital role in establishing and maintaining the collaboration of Student Affairs and Academic Affairs (p.65). As such, through these efforts the institution accomplished supporting, retaining, and graduating low-income students. Research Question 2: "How do low-income students in a public four-year institution with one of the highest six-year graduation rates in the country describe the reasons they are able to persist through graduation?" (p. 42).

The findings assert that low-income students attributed their background and characteristics, which included self-determination, motivation, family support, prior qualifications, and pre-college engagement for the success. Findings further suggest that faculty-student engagement, co-curricular involvement, involvement in research, relationships with staff, administrators, and co-curricular programs play a significant role in student success (p.65-66). Research Question 3: "What role if any does collaboration between Student Affairs and Academic Affairs play in fostering student success for low-income students"? (p. 42). The findings offer that Student Affairs and Academic Affairs shared the responsibility for student success. Themes among study subjects centered on student success, shared responsibility, integrated approaches, collaborative partnerships, sharing the same goals, and held true across line staff. This finding supports the literature review in that, when effective partnerships are established between Student Affairs and Academic Affairs, student success is impacted in a positive way. Research Question 4: "What is the role of senior leadership in enabling or disabling collaborative relationships between Student Affairs and Academic Affairs in facilitating student success for low-

income students?" (p. 42). The findings indicate that senior leadership is essential to establishing and maintaining collaboration between student and academic affairs.

This study lends considerable support for how personal and institutional dimensions influence student success for low-income students with one of the highest six-year graduation rates in the nation. The findings assert that when institutions place a high priority on low-income students and make student success a high priority, students realize positive outcomes. However, this can only happen when there is strong commitment from the top. When this commitment is established, a support network must be established to support this effort (Edwards, 2011, p.115). To establish this network and support system, collaboration between Student Affairs and Academic Affairs must become an essential part of the institution's culture and climate. Doing so creates holistic development and experiences for students that increase the likelihood of them accomplishing their goals (p.115-116). The findings also assert that a holistic approach needs the support from senior administration. When these dynamics are consistent and support systems are in place, the students are impacted academically in a positive way.

One limitation of this study is that the research was done through a single lens and, as a result, the results are restricted to the context of this particular case. As stated in Edwards, Yin (1994) asserts that case studies offer analytical generalization rather that statistical generalization provided by quantitative studies (Edwards, 2011, p.66-67). Another limitation of this study is that the results do not take into account the experience of at-risk students from land grant institutions.

The study population was delimited to a four-year public institution with one of the highest graduation rates in the United States. The population was also delimited to include senior low-income students who progressed academically during the research study. Interviews were conducted with the senior Student Affairs officer, the senior academic officer, program directors, directors within academic and student affairs, and senior low-income students, which was another delimitation of this study. It

would have been beneficial to get the perception of faculty and staff that do not hold leadership positions.

3.3 CASE STUDY THREE

O'Connor, Joshua Sean (2012) Factors that Support or Inhibit Academic Affairs and Student Affairs from Working Collaboratively to Better Support Holistic Students' Experiences: A Phenomenological Study. UMI Number: 3535416

The purpose of this study was to assess factors that support or prohibit Student Affairs and Academic Affairs from working collaboratively to better support the students' holistic experiences at the University of California, Davis, a four-year higher educational institution (O'Connor, 2012, p.47). It is important to note, for this study, the phenomena of "collaboration" will be generally defined as "a process in which group of autonomous stakeholders specifically Student Affairs and Academic Affairs professionals of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain" (Wood & Gray, 1991, p. 437, as cited in O'Connor).

The results of this study are significant and will allow for a firm understanding of the obstacles between Student Affairs and Academic Affairs divisions and provided a framework for identifying solutions to develop a dynamic partnership among student and academic affairs divisions.

The researcher (O'Connor, 2012) had three specific questions in mind when he conducted the study. He wanted to know:

Research Question 1: How do higher education professionals describe the interaction between the divisions of Student Affairs and Academic Affairs division?

Research Question 2: Are there factors that impact how Student Affairs and Academic Affairs professionals work collaboratively?

Research Question 3: Are there elements of collaboration between Student Affairs and Academic Affairs divisions that would benefit student development? (p. 9).

The research design in this study utilized a qualitative phenomenological approach. Phenomenology is the descriptive methodology of science seeking to explore and describe phenomena as they occur in a real world setting to find the meaning of the discoveries themselves (Mostert, 2002, as cited in O'Connor, 2012). A phenomenological approach was chosen for this study because the researcher examined the culture, relationships, perceptions, and lived experiences of the people within academic and student affairs divisions. The participants of this study were division of Student Affairs professionals who were interviewed to gain a better understanding of the views and opinions on collaboration between their division and the division of Academic Affairs on the UC Davis campus (p.54). The researcher conducted interviews, focus groups, and document review with each participant. The research study used an exploratory method design, which allowed the researcher to investigate the instrument description, participant selection, data collection, and data analysis for each of the qualitative data collection methods used (p.55).

The findings of this study revealed five themes that emerged during the research examination:

 a) Academic Success;

b) Need for Collaboration and Relationship Building;

c) Silos;

d) Lack of Knowledge of the Other Division;

e) Student Experience (O'Connor, 2012).

One theme that emerged consistently throughout was that both Student Affairs and Academic Affairs support student success. What seems compelling is, although both Student Affairs and Academic Affairs stated the importance of academic success within their personal statements; they differed on

exactly what "success" actually means (O'Connor, 2012, p.54). Also emerging from the data is the need to create partnerships and relationship building between Student Affairs and Academic Affairs at UC Davis. As stated by Joshua O'Connor, both divisions feel collaboration and relationship building is important.

Secondly, the shared view of providing incentives and reward opportunities emerged from the participants. However, faculty seemed to be intrigued by the idea of a tangible incentive or reward, such as being granted tenure. Like most faculty in higher education institutions, lack of incentives or rewards for faculty are obstacles that prohibit their support and partnership with Student Affairs professionals. Both Student Affairs and Academic Affairs viewpoints on incentives and rewards are similar (O'Connor, 2012, p.64). One suggestion would be to have service and academic success tied to the Collective Bargaining Agreement (CBA) to appease faculty members. Surprisingly, the two most prevalent barriers within the data were "respect" and "political structure." Student Affairs professionals do not believe that Academic Affairs respect their role as Student Affairs professionals as it relates to student success. Historically, faculty had all the power; however, as researchers around the world continued to advance, the role of faculty in students' lives diminished and thus Student Affairs was created to bridge the gap. Consequently, although Student Affairs hold significant value in students' lives, Academic Affairs' perception has not evolved with the shift in higher education.

In sum, this study was an examination of the collaborative climate among Student Affairs professionals and Academic Affairs faculty. The researcher used the Saldana (2009) coding method and uncovered five emergent themes among Academic Affairs faculty and from Student Affairs: a) Academic Success, b) Need for Collaboration and Relationship Building, c) Silos, d) Lack of Knowledge of the Other Division, and e) Student Experience. Johnny Saldana is a valuable resource for novice and experienced qualitative researchers alike, offering a clear, comprehensive explanation of codes and coding

methods and the role they play in qualitative research. Within this research study it became clear that student success emerged a central. However, there is a difference in how Student Affairs and Academic Affairs define the term academic success (O'Connor, 2012, p.62).

The results of the study suggest academic success is important to both Student Affairs and Academic Affairs. The hesitation to implement this type of partnership has a significant impact on students' experiences (O'Connor, 2012, p.63). The push to provide a holistic approach stems from the understanding that providing authentic experiences that tie academic knowledge to practical experience better prepares the student for their professional career and or graduate studies.

Based on the finding there are eight recommendations to reduce or solve this problem:

1. Increase collaboration between Academic and Student Affairs Divisions;

2. Deconstruct preexisting silos;

3. Define "academic success" for UC Davis;

4. Increase sharing of information and knowledge between Academic and Student `Affairs;

5. Focus on the student experience;

6. Increase involvement of division leaders;

7. Define "holistic student experience" for UC Davis; and

8. Future research (O'Connor, 2012, p. 128).

The study was limited in that the researcher conducted the study at one of 10 campuses within the University of California system, thus making it hard to draw correlations about the entire institution because each campus has its own mission and vision. Additionally, each of the University of California campuses' community governs in diverse ways thus making it hard to collaborate. As for delimitations, there were not any identified (O'Connor, 2012, p.21).

Institutional Review Board (IRB) Exemption

This research study utilized a causal comparative case study design. This research used ex post facto data to examine variables already studied. Kerlinger (1964) defined ex post facto research as: that "research in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables." (p. 360).

Ary, Jacobs, and Razavieh (1972) asserted that the primary purpose of ex post facto research is to determine or form causal or functional relationships among variables, and that "careful investigators prefer to speak of functional rather than causal relations (p. 264). The research will also use secondary data to strengthen the case for the relationship between Student Affairs and Academic Affairs and the impact on student success. According to Church (2001), in ''secondary data analysis,'' the individual or group that analyzes the data is not involved in the planning of the experiment or the collection of the data. Such analysis can be done based upon information that is available in the statistical information in the published articles, data in the text, tables, graphs, and appendices of the published articles, or upon the original data. As such, this study secured Institutional Review Board (IRB) exemption. This research utilized a non-experimental research design without the use of study subjects, designs, or condition that place an individual under any statistical treatment.

The next chapter will help to unveil evidence on the obstacles preventing strong collaboration of Student Affairs and Academic Affairs. Chapter four will include a comparison and analysis to identify and flesh out emerging themes.

CHAPTER IV: INTRODUCTION OF COMPARATIVE ANALYSIS

The purpose of the study is to explore the perceptions held by academic and student affairs professionals that hinder or advance the merger of Student Affairs and Academic Affairs. The three selected cases provided insight into the phenomena of the collaborations and perceptions of the Academic Affairs and Student Affairs departments. Furthermore, the three studies examine the impact these divisions, when merged, have on student success. Each of the three studies provided a distinct perspective of perceptions held within both divisions that either advance or hinder the merger. The findings of each study support the data of earlier studies which examine similar variables. In short, merging Academic Affairs and Student Affairs impacts the holistic experience of students pursuing a four-year degree. Finally, this chapter includes a comprehensive comparative analysis of the three studies that examine factors that advance or hinder the merger. Furthermore, these studies provided underlying these themes that looks closely at the factors that moves this merger forward in the 21st century.

4.1 Case Study Comparisons

The Rishi Sriram (2016) study titled, *The development, validity, and reliability of a psychometric instrument measuring competencies in student affairs* utilized a quantitative research design. The research design attempted to address collaboration as a competency, measure of institutional culture in relation to collaboration and compare collaboration competency based upon subspecialty. Moreover, this study examines and identifies predictors of collaborative skills in student affairs professionals. Earlier literature cited in Sriram's research seeks to identify barriers that hinder the collaboration of Student Affairs and Academic Affairs. Initially this included unclear job duties, disparate perceptions and different terminology between the Student Affairs and Academic Affairs. According to Kellogg,

(1999); Kezar, (2001); and Kezar & Lester, (2009) additional barriers hinder the merger of these

division. These barriers include:

a)   Lack of established goals,

b)   Historically distinct roles,

c)   Isolation, different cultures,

d)   Poor communities,

e)   Lack of mutual understanding,

f)   Lack of a clear and compelling mission,

g)   Lack of an impetus for change, and

h)   Lack of senior administrative support

This study represents an empirical attempt to gain an understanding of individual skills needed to

move this merger forward in a positive way. Furthermore, this study examines institutional culture and

the impact it has Academic Affairs and Student Affairs collaborations. The goal of Sriram's research is

to better understand predictors of the measured skills set needed to partner Academic Affairs and

Student Affairs. The researcher compared and analyzed others' research and drew conclusions about

themes and differences from their outcomes. The results concluded that, based upon specialized areas of

culture, findings significantly and meaningfully predicted the competency of collaboration. On the other

hand, Sriram, (2016) found no meaningful differences in collaborative competency in professionals

based upon their area of specialization.

Patrick Edwards' (2011) study titled, *The Personal and Institutional Dimensions of Success for

Low Income Students: Implications for Collaboration Between Academic Affairs and Student Affairs,*

utilized a single-campus case study design to explore the personal and institutional dimensions that

foster and sustain success for low-income students. The findings of this study suggested the following factors contribute to student success are. These factors are as follow:

a)   Students' background

b)   Characteristics

c)   Comprehensive support network

d)   Culture infused with engagement/involvement,

e)   Faculty-student engagement

f)   Shared responsibility for student success;

g)   Holistic student experience and,

h)   Institutional commitment to student success

Lastly, findings indicate that students attributed personal and institutional factors to their success. These factors include:

a)   Personal background and characteristics

b)   Peer support

c)   Comprehensive support network

d)   Faculty-student engagement and

e)   High expectations and their student experience

Joshua Sean O'Connor's (2012) study titled, *Factors that Support or Inhibit Academic Affairs and Student Affairs from Working Collaboratively to Better Support Holistic Students' Experiences,* utilized a qualitative research design. The study found that students' academic and personal development depend not only on the quality of the curriculum and classroom instruction, but also on the quality of Student Affairs. The researcher noted that the Student Affairs Division is responsible for delivering student development services. O'Connor observed both real and perceived barriers that potentially

impact the collaboration between Academic Affairs and Student Affairs. O'Connor further examined how these barriers impacted the student body as a whole. The findings of this study revealed five major themes. The themes discovered are as follow:

a) Academic Success;

b) Need for Collaboration and Relationship Building;

c) Silos;

d) Lack of Knowledge of the Other Division;

e) Student Experience (O'Connor, 2012).

It is important to note that similarly, Academic Affairs and Student Affairs view student success as central. They see student success as the main reason for working in higher education. Consequently, the researcher found that, although both Academic Affairs and Student Affairs view student success as their core reasons for working in higher education; they differed on exactly what "student success" actually means (O'Connor, 2012, p.54). Also emerging is the need to create partnerships and build relationships between Academic Affairs and Student Affairs. As stated by O'Connor, both divisions feel collaboration and relationship building are important.

Secondly, Academic Affairs and Student Affairs professionals view rewards and incentives as a motivating factor to advance the merger of these divisions. O'Connor indicated that faculty seemed to be intrigued by the idea of tangible incentives or rewards, such as being granted tenure. Like most faculty in higher education institutions, lack of incentives or rewards is an obstacle that prohibits support and partnership from merging with Student Affairs. Surprisingly, the two most prevalent barriers uncovered were Student Affairs' and Academic Affairs' view of "respect" and "political structure." The researcher determined that Student Affairs professionals do not believe that Academic Affairs faculty respects their role as it relates to student success.

The subsequent content of this chapter is structured to outline common themes, similarities, differences and a synthesis of outcomes in relation to the phenomena. Each area of the study provides key elements for cross-analysis. Finally, this chapter illustrates a comparative analysis chart to provide a brief overview of the case studies examined.

4.2 Research Design

Of the case studies examined in this study, Sriram (2014) is the only researcher that utilized a quantitative research design. Patrick (2011) and O'Connor (2011) both utilized a qualitative approach to uncover phenomena. O'Connor and Patrick used multiple qualitative data collection methods. These methods include:

a)   Semi-structured one-on-one interviews,

b)   Focus groups,

c)   Observations,

d)   Field notes, and

e)   Autobiographical notes to capture the complexity of the studies

The research designs used provides the best approach for exploring the phenomenon. Incorporating both qualitative and quantitative research designs allows for better triangulation of the overall results.

4.3 Framework

Sriram (2014) utilized a conceptual framework based on three themes to include interpersonal relationships, program development and modification, and organizational culture. Sriram specifically chose research institutions for several reasons. First, he determined that the culture of Student Affairs differs based upon the type of institution. Through his research, he was led to believe that it would be more beneficial to focus on one institutional type. This institutional type is one that typically has a larger

division of Student Affairs professionals who have attained graduate degrees in the Student Affairs division. It is noted within the Sriram (2014) study that other scholars have examined research institutions for similar reasons (Herdlein, 2004). Kezar and Lester (2009) suggest that the size and complexity of research institutions may lead to both a greater need to collaborate and greater barriers to collaboration.

Edwards's (2011) conceptual framework utilized Tinto's 1975 and 1987 Model of Institutional Departure and Social Reproduction. Edwards' study utilized a qualitative design that is distinctively advantageous for exploring a "process" and answering "how" questions (Creswell, 2003). The researcher's methodology was well suited for studying the personal and institutional dimensions that facilitate student success for low-income students. Edwards' study was a single case study in which demographic data, interview data, observation data, and document analysis data that were analyzed to identify common themes. The themes identified addressed the research problem, research questions, and the purpose of the study. Additionally, Edwards' study examined participant quotations, event descriptions, artifact excerpts, and researcher log reflections to examine the phenomena.

O'Connor (2012) is deemed as a humanist and social constructivist with a strong interest and concern for the welfare of all human beings, their right to personal values, and their dignity. O'Connor's conceptual framework identified and aligned with his background and vested interest in higher education, as well as his philosophical approaches. O'Connor's study utilized study of the nature and scope of knowledge and justified belief. It analyzes the nature of knowledge and how it relates to similar notions such as truth, belief and justification. It also deals with the means of production of knowledge, as well as skepticism about different knowledge claims. This approach is known as the epistemological approach. [The researcher believed that Student Affairs and Academic Affairs will generate a more comfortable, developmentally robust, and sustainable environment for the holistic student experience.]

Furthermore, O'Connor believes that while immersed in such a welcoming and comfortable environment on campus, students will be inclined to have superior academic and personal success. He also believed that students will have more opportunities for personal development, and be more likely to remain mentally, physically, spiritually and emotionally healthy during their matriculation.

4.4 Study Population

Sriram's (2014) population of study consisted of Student Affairs professionals throughout the United States who work in research institutions. Edwards' (2011) population of study was low-income students, faculty, staff, and senior leaders at a selected institution. He gained access to the student population by using the Office of Financial Services to query students who met the researcher's criteria. Access to faculty and staff was gained through supervisors and senior leaders. Access to senior leaders was gained through email correspondence from the researcher. O'Connor (2012) and Edwards (2011) chose participants that were comprised of two primary subject pools. Theses pools were the Academic Affairs faculty and Student Affairs professionals. Their rationale was both populations worked directly with undergraduate university students and therefore have a diverse perspective. The first population examined was the faculty within the Academic Affairs division. Faculty that participated in this research study was tenured faculty who had taught within and had an understanding of the campus culture, climate, and dynamics.

The second population examined was professionals from the division of student affairs. The student affairs professionals participating in this research were full-time, career staff members with University of California, Davis and had an understanding of the campus culture, climate, and dynamics. The second population examined was professionals from the division of Student Affairs. The Student Affairs professionals participating in this research were full-time, career staff members with University of California, Davis and had an understanding of the campus culture, climate, and dynamics.

4.5 Common Themes in Study Design

Sriram's (2014) study used a quantitative research design to look for statistical significance regarding competency and culture. His study utilized a different approach in comparison to the other researchers studied. Edwards (2011) and O'Connor (2012) both utilized a qualitative research design. Each study sought to refute or support the findings based on the analysis. However, the Sriram study design differed in that there were no observations, interviews, group sessions etc.

Each study found considerable evidence to support the findings from earlier research studies examining similar variables. The earlier research examined the positive impact collaboration of Student and Academic Affairs has on student success. In sum, the studies examined utilized both qualitative and quantitative data to allow for triangulation of findings.

4.6 Cross Analysis of Participants

Sriram's (2014) population of interest consisted of Student Affairs professionals throughout the United States who work in research institutions. Edwards' (2011) populations consisted of low-income students, faculty, staff, and senior leaders at the selected institution. Edwards' study method used purposeful and snowball sampling to select faculty, staff, and senior leaders from identified departments that were involved in student success initiatives. O'Connor's (2012) population of interest consisted of Academic faculty and Student Affairs professionals. O'Connor's method also used purposeful sampling to select Academic Affairs faculty and Student Affairs professionals. O'Connor's rationale for selecting this population type centered on the idea that both Academic Affairs faculty and Student Affairs professionals worked directly on the front lines with university students.

4.7 Cross Analysis of Data Collection

O'Connor (2012) and Edwards (2011) used multiple qualitative data collection methods, including semi-structured one-on-one interviews, focus groups, observations, field notes, and autobiographical

notes to capture the complexity of the case. These two studies similarly used the same data collection procedures to uncover phenomena. On the other hand, Sriram (2014) used a 95-item instrument that measured thirteen Student Affairs competency areas and two areas of institutional culture. Although reliable, it differs from O'Connor (2012) and Edwards (2011). The main difference between Sriram's (2014) data collection method and O'Connor' and Edwards' data collection methods is that it captures participant responses through a survey instrument.

4.8 Common Themes in Data Collection

The three researchers conducted data collection procedures in order to answer the research questions that provide a foundation to their study. Although they differ in their methods approach, each study sought to provide answers for the phenomena of study. Edwards (2011) and O'Connor (2012) conducted structured face-to-face interviews for data collection and semi-structured interviews, focus groups, and observations to collect data from multiple sources. Sriram (2014) used a 95- item instrument and performed multiple regressions to determine statistical significance among the variables. . Although the survey is reliable, it differs from the previous studies in that the participant responses are captured through a survey instrument. Edwards and O'Connor shared similar themes of collecting data which include interviews, focus groups, observations, etc.

4.9 Findings

According to Sriram's (2014) findings, Student Affairs professionals' competency and willingness to partner with Academic Affairs significantly varied among areas of specialization. Edwards' (2011) findings suggest that (a) faculty-student engagement, (b) co-curricular involvement, (c) involvement in research, (d) relationships with staff, and (e) administrators, and co-curricular programs play a significant role in student success. Lastly, O'Connor's (2012) study indicate the following

themes: a) academic Success; b) need for Collaboration and Relationship Building; c) silos; d) lack of Knowledge of the Other Division; and e) student Experience.

4.10 Common Findings and Analysis

Common findings suggest that higher education institutions need to promote and develop a collaborative institutional culture to foster a holistic student experience. Siriam's (2014) study suggests that implementing this type of institutional culture impacts the cooperative competency of Student Affairs professionals in a positive way. According to Sriarm, an institution that fosters a culture of support and collaboration impacts student success is impacted in a positive way. Sriram's findings further support that, when the culture of an institution does not provide the support and/or is not willing to move collaboratively, the likelihood of partnership between both divisions is significantly reduced. Edwards' (2011) and O'Connor's (2012) findings suggest, that when there was little to no support from leadership and upper administration, collaboration between both divisions is significantly hindered. Finally, both Academic Affairs faculty and Student Affairs professionals believe student success comes first. This finding is consistent with previous literature examining collaboration efforts of Academic Affairs and Student Affairs.

4.11 Similarities and Differences

The selected studies share many similarities and differences in various aspects of their respective research. The similarities found in all three studies are as follow:

 (a) Culture

(b) Leadership and administrative support

(c) Collaboration

(d) Knowledge

(e) Education level

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(e) Student success

(f) Respect and

(g) Lack of leadership.

These similarities were consistent throughout this research examination. Although student success is deemed primary for their respective institutions, the difference is the agenda use to bring about desired outcome. Another difference identified in the study concerns the associates' views of a collaborative organizational structure. The literature suggests that top down institutions stifle growth and creativity, and flat structures improve relationships and collaboration (Strinfellow, 2010). Only two of the studies utilized a qualitative research design. As stated previously, Sriarm (2014) utilized a quantitative research design. Lastly, Edwards (2011) was the only researcher that examined low income students. In contrast, Sriram and O'Connor examined only Student Affairs Professionals, Academic Affairs faculty and administration.

Comparative Analysis Chart

Title & Categories	Sriram, Rishi (2015)	Edwards, Patrick (2011)	O'Connor, Joshua Sean (2012)
Purpose	This quantitative case study seeks to contribute to the field of knowledge in student affairs work by measuring collaboration as a competency and measuring institutional culture.	The purpose of this qualitative case study was to develop an understanding of individual and institutional dimensions that fostered and sustained student success for low-income students at a four-year public institution.	The purpose of this qualitative phenomenological case study was to identify the factors supporting or inhibiting academic affairs faculty and student affairs professionals from working collaboratively to better support the students' holistic experiences.
Conceptual Framework	The Conceptual framework utilized in the study	This study utilized Tinto's 1975 and 1987 Model of	The conceptual framework for this study is to explore and

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	includes three themes: interpersonal relationships, program development and modification, and organizational culture.	Institutional Departure (further updated in 1993).	investigate three areas to identify the factors supporting or inhibiting academic affairs faculty and student affairs professionals. The three areas of research were: a) academic and student affairs history and the services they each provide; b) the impact of those factors on student success; and c) the organizational structure within higher education.
Data Analysis	The researcher conducted a multiple regression, with the institutional collaborative culture scale and demographic characteristics. The second analysis method used was an analysis of variance (ANOVA) to test the mean variance of their dependent variable.	The general analysis of the data included line-by-line manual coding of each interview and focus group transcript. Once this process was completed, codes were analyzed in a manual process to determine patterns, similarities, and determine initial categories.	The researcher organized the data collected and placed it into general and broad themes.
Findings	The findings suggested that competency in the ability to collaborate with academic affairs significantly differed among areas of specialization, However, post hoc tests did not reveal any significant differences between individual pairings,	Financial support is a key institutional support that, based on findings in this study, was instrumental in laying a foundation for low-income students to be successful at CSU. A comprehensive support network, which included academic support, social support,	The results of the study indicate that academic success is important to both Academic and Student Affairs Divisions; however, UC Davis needs to redefine what academic success means. Academic affairs defined academic success as the focus of what the student achieves within the classroom.

	and estimates of effect size reveal no meaningful significance. Therefore, these findings were interpreted as non-significant.	financial support, institution resources, faculty-student engagement, co-curricular involvement, had a significant impact on retaining students.	
Missing Information/ Assumptions	What about institutions that on average under achieve or have a poor retention rate? The Study only interviewed administration not stakeholders with direct knowledge of the issue. The study utilized a single case study methodology. It would have been helpful to see multiple qualitative designs used to capture authentic experiences among university stakeholders.	The study needs to include data from not selectivity institutions to draw stronger correlations. What about the experiences of freshman sophomore and junior students? The methodology only used qualitative data.	The study needs to define the term academic success stand. The study needs to capture the student experiences. The study needs to capture a diverse perception not just one side. The institution needs to establish one culture and climate for the entire University of California system. The methodology only used qualitative data.

Table 1: Comparative Analysis Chart

4.12 Theoretical Framework

The existing authentic leadership framework improves the developmental process at the individual, collective, organizational, and societal levels. There are four lenses of authentic leadership: intrapersonal (Chan, 2005), interpersonal (Eagly, 2005), developmental (Shamir & Eilam, 2005; Walumbwa et al., 2008), and pragmatic (Luthans & Avolio, 2003, as cited in Northouse, 2013).

The similarity among the examined studies was the lack of authentic leadership from upper administration supporting student success. The researcher found it appropriate to utilize the authentic leadership framework because of the positive impact this leadership style has on organizations, worker performance, productivity, fostering trust, engagement, and outcomes. According to Gardner et al. (2005), as cited in Northouse (2013), authentic leaders are known to involve themselves in more accurate and balanced processing without being sidetracked by self-protective motives. Because followers' trust in leaders is largely centered on the leaders' actions, a leader's advocated values must be consistent with actions in order to be seen as acting with integrity.

4.13 Summary of Synthesis of Outcomes

The findings of Sriram's (2014), Edwards' (2011) and O'Connor's (2012) research suggest that when there is a collaborative culture, mutual respect, trust, cultural competency, and leadership student success is impacted in a positive way. The results of this study support the literature review and theoretical framework. Therefore, it can reasonably be concluded that leadership plays the biggest role in increasing the likelihood that academic and student affairs divisions merge to bring about a more meaningful approached in respect to student success in the 21st century.

CHAPTER V: DISCUSSION, FINDINGS, RECOMMENDATIONS AND CONCLUSION

As supported by the literature, merging Academic Affairs and Student Affairs learning environments creates desired goals and outcomes for college students. The literature indicated that partnerships between Academic Affairs and Student Affairs have desired outcomes for students during their matriculation. The literature supports, through various research, that when curricular and co-curricular experiences are combined, the outcome is meaningful and holistic. The previous landscape of higher education, more specifically, the Student Affairs divisions, gives a clear description for understanding the historical context and a model to move forward in the 21st century. Many sources have spoken about outcomes and assessments as the next course of action. However, the literature remains incomplete. In sum, the debate over unifying student affairs work with the educational mission of institutions has continued and has broadened its appeal to many in academia, but there has been very little theoretical validation to support widespread change.

The three studies examined, helped to unpack and provide empirical evidence to support the impact of the Academic Affairs and Student Affairs perceptions and collaborations that hinder or advance student success. Each study focused on the perceptions and collaborations of Academic Affairs and Student Affairs professionals and the impact that they have on student success. Additionally, the three studies established the positive impact of merging Academic Affairs and Student Affairs to provide a holistic experience for students in the 21st century. The findings of each study were supported by the literature review and consistent with other findings in this research. Blimling (1993) correctly asserted that student success is very important for both student and academic affairs; however, their perceptions of one another and their approaches differ. He goes on to state Student Affairs professionals believe that faculty are only concerned about their image and being important. Ott, Haertlein, and Craig

(2003), as cited in Peltier (2014), state that collaboration between Academic Affairs and Student Affairs personnel yields constructive cooperation because of the reciprocity of skills in their respective areas.

Chapter One of this case study analysis defined the purpose of the study to examine the collaboration and perception of merging Academic Affairs and Student Affairs and the impact that it has on student success. This researcher conducted a comprehensive analysis of three empirical studies explored the divisions of Academic Affairs and Student Affairs to understand what factors either hinder or advance the merger of both divisions to provide a more holistic educational experience. Each study independently explored the perceptions of faculty, staff and administration, and students. Through this investigation, the investigator has determined that leadership plays the most significant role in advancing the merger of the Academic Affairs and Student Affairs.

Chapter Two consisted of the literature review, which provided empirical evidence to support and augment the analysis. The literature review provided a historical foundation, and data on collaboration and success, obstacles, and strategies used in previous research to advance the merger between Academic Affairs and Student Affairs at institutions of higher education.

Chapter Three consisted of the methodology of a comparative examination of the studies selected to examine the phenomena and how available data were used for the purpose of analysis. Data collection from the three case studies was clearly defined and organized and a comparison chart was created in Chapter Four. Each of the three case studies helped to unpack evidence demonstrating that perceptions of faculty and staff and the lack of understanding occurring within both divisions play a significant role in hindering a meaningful approach to advancing student success.

Chapter Four offered a comprehensive comparative analysis of the three studies, as well as the summary of the study. From the three case studies, common themes were compared and contrasted while synthesizing the outcomes in relation to the three case studies. This chapter provided a closer look

at the factors that advance or hinder collaboration among Academic Affairs and Student Affairs and provides recommendations to reduce or solve this problem.

5.1 Factors that Hinder or Advance Collaboration among Academic Affairs and Student Affairs

Based on findings from this Comparative Case Study analysis, factors that hinder collaboration between Academic Affairs and Student Affairs are competency, poor leadership and administrative support, meaningful collaboration, cultural barriers, respect, trust, silos, political structure, organizational structure, institutional culture, cultural intelligence, institutional policy which plays a significant role in reducing collaborative efforts among Academic Affairs and Student Affairs.

Although there are many factors that hinder collaboration between Academic Affairs and Student Affairs, many factors advance collaboration efforts among Academic Affairs and Student Affairs thus providing for dynamic learning experience. The literature asserts, the factors that advance collaboration are authentic leadership, trust, cultural intelligence, administrative support, integrated approach, and institutional commitment, collaborative integration policy, making low-income student success an institutional priority and flattening the institutional structure so that stakeholders are permitted and expected to take ownership for a range of traditional managerial decisions in their daily routines. In essence, vertical boundaries are removed within a flat structure to level the hierarchy.

According to Rost (1991), "through shared purposes and aspirations, leadership brings forward new ways of being, knowing, and doing, while respecting the developmental nature of the human life." (p. 126). The 21st Century Leadership is positioned toward being inclusive, collaborative, and of service, to individuals, the social good, and ecological sustainability (p.126). In the 21st century, leaders must lead in the existence of a new operational culture. This must be the new reality according to Lederman, (2010). In an article published in the public policy center's National Cross-Talk, scholars argued that the current higher education strategy will not come to fruition without much more effective

and efficient leadership than as demonstrated by current leaders (Lederman, 2010). Leadership that integrates policy that promotes collaborative partnerships allow for frontline stakeholders to be a part of the conversation of higher education. According to Fried, (1995) a collaborative policy can generate diverse varied insights in decisions making, establishing goals and objectives, and creating a dynamic organizational culture.

5.2 Proposed Solution/Recommendations

For decades, legislators and higher education leaders have engaged in positive discussion concerning change and processes to improve the way forward as it relates to student success. All the while, costs have increased, completion numbers have stagnated, and stakeholders have disconnected (Tolero, 2014). Failing to act will not result in disastrous results immediately in American higher education; however, the negative impact it will have on future generations will impact society as a whole in a negative way (Lederman, 2010). In an article published in the public policy center's National Cross-Talk, scholars argued that the current higher education strategy will not come to fruition without much more effective and efficient leadership than as demonstrated by current leaders. In the 21st century, leaders must lead in a new operational culture. In saying this, one can be expected to encounter much resistance on almost every front. Still this must be the new reality. According to Lederman (2010), Higher Education Leaders must focus primarily on (1) cost management rather than revenue enhancement; (2) the core instructional mission rather than extending the mission to pursue new sources of revenue and status and (3) strategic choices rather than short-term fixes, In essence, in establishing a new culture, educational leaders must consider the education of both undergraduates and post-graduates the dominant priority of all. From my perspective, the studies analyzed explored the collaborations and perceptions of merging Academic Affairs and Student Affairs and the impact that they have on student success. Review of the findings from each study suggests the following underlying themes; (1) poor

culture, (2) lack of trust, (3) lack of knowledge and mutual respect, (4) lack of rewards, student success, (5) lack of administrative support, and (6) leadership. Poor leadership and lack of administrative support were prevalent among the findings from each study. The findings also support responses during interviews that the investigator conducted with faculty and staff at a Historically Black College and University (HBCU). Themes that emerged from the mock interview sessions concerned: (1) lack of respect, (2) poor culture, (3) lack of trust, (4) student success, (5) leadership, and (6) lack of support from upper administration. The responses aligned with the results of the study and personal practice the investigator has previously conducted as a graduate student. As such, it is the investigator's perspective and recommendation that leadership is the guiding force to these phenomena and must be addressed. The data suggest that leaders with high levels of authenticity, cultural intelligence and trust drive impressive outcomes in higher education in the 21st century. The data also suggest that transparency is a key component of authentic leadership and necessary to build trust in followers. In the Avolio et al. (2004) leadership framework, trust is the paramount variable linking authentic leadership to followers' attitudes and behaviors. Although, literature about authentic leadership is relatively new, three studies have shown that relational transparency is a key element missing between leadership and the followers. Authentic leadership is a significant predictor of trust and outcomes (Gardner, Chan, Hughes, & Bailey, 2006; Hughes, 2005; Norman et al., 2006).

The second recommendation is that leaders must provide ongoing training on cultural intelligence for division leaders and all other stakeholders. Kanter (1995) asserts that institutions must become culturally intelligent to maximize productivity, meet the needs of a diverse population, and compete in the 21st century.

The third recommendation is that leaders must implement and address policies and procedures that address the typical organizational structure in higher education. The researcher recommends shifting from a hierarchy structure toward a flat structure that allows for more inclusion and collaboration.

5.3 Relevance to Education Leadership

This case study analysis will provide policy makers, stakeholders, leaders and institutions of higher education with information to make evidence-based decisions that move student success forward in a positive way. Leaders in academia can also utilize these findings to establish a system and structure that provides for a supportive, collaborative, and engaging community of followers.

5.4 Leadership in the 21st Century

Higher education leaders are burdened with the responsibility of ensuring that students are equipped with the skills needed to be successful in the 21st century. Institutions of higher education are vital in developing the quality of leadership in the 21st century. Generally, the United States is perceived as having world class institutions of higher education. However, there is overwhelming evidence that the quality and impact of leadership in this country has been declining in recent years. Considering the concept of leadership, George (2003) asserts that educational leaders must consider those who are not only elected or appointed, but also those who are responsible for modeling good citizenship and who are passionately committed to making a positive impact on persons in need of service. This is the very essence of leadership in the 21st century. He further asserts that it is important to consider that students in the 21st century are not only different from those in the 20th century, but also face different challenges (George, 2003). Implementing a holistic education model by merging the Academic and Student Affairs divisions is simply not enough. The needs and concerns of the stakeholders that are on the frontlines must also be addressed to ensure a dynamic culture, climate and change process. The theoretical model used to guide this study is the Authentic Leadership Theory. This

model was selected because it is the researcher' perspective, that to ensure a successful merger of the Academic Affairs and Student Affairs, Authentic Leadership or individuals that exhibit high levels of authenticity ensure positive outcomes and move this process forward in a meaningful way. George argues that professionals want access to their leaders; so they require their leaders to be open and transparent and demonstrate trust and mutual respect. Authentic leaders are open and build relationships with followers in a genuine way that increases the overall productivity and efficiency of any organization (George, 2003; George & Sims, 2007; Walumbwa, Wang, P., Wang, H., Schaubroeck, & Avolio, 2010). The reality is students will not have the skill set and ability to lead unless they have experienced effective leadership during their matriculation toward degree attainment. More than any individual characteristic, 21st Century Leadership envisions leadership as a primary component of any social network (Schaubroeck, & Avolio, 2010). This is not based on someone solely making the decisions for the direction of the organization, but something in which everyone participates.

The perception of this current concept of leadership involves a full spectrum of values and promotes a vast range of aptitudes, proficiencies, and abilities. These concepts are prevalent in the many diverse areas of life in context-specific ways. These include the following: critical, creative and systems thinking, self-awareness, communication and dialogue, social and cultural intelligence, and facilitation of team and collaborative processes (Rost, 1991). To create and build this prospective of leadership development, one must establish an inward and outward orientation which required involving the whole person who is engaged with the whole system.

To conclude, 21st Century Leadership is a multifaceted and collective view of leadership that is based in the context of relationships. Rost (1991), asserts "through shared purposes and aspirations, leadership brings forward new ways of being, knowing, and doing, while respecting the developmental

nature of the human life." (p. 126). The 21st Century Leadership is positioned toward being inclusive, collaborative, and of service, to individuals, the social good, and ecological sustainability (p.126).

The next section will examine authentic leadership, trust, cultural intelligence and organization structure needed to move this merger forward in a meaningful way.

5.5 Authentic Leadership in Higher Education

Leadership studies propose a multitude of theories to explain and understand leadership and the complexities of leading (Bass, 1990; Bennis & Nanus, 1985; Gardner, 1990; Nahavandi, 2000). According to Terry (1993), to identify what is really taking place in leadership, authenticity is necessary. He describes authenticity as genuineness and a refusal to engage in self-deception. Much of authentic leadership theory research has been the result of studies conducted over the last 20 years. Diminishing confidence and trust in leadership might very well support the theory if authentic leadership. There is a necessity for humane, constructive leadership that serves the common good (Luthans & Avolio, 2003). According to George (2003), society needs leaders who possess a deep sense of purpose and are true to their core values, leaders who put the needs of their followers and the desires of their constituents first. Two important characteristics of authentic leaders are compassion and leading with the heart. Leaders develop compassion of heart by making a purposeful attempt to know people's life stories. Authentic leaders learn about followers' life stories, and through their experiences, also develop a better understanding of their own. These stories and interaction provide great awareness of self and humanizes their leadership to others (George, 2003; Shamir & Eilam, 2005). Authentic leaders are also deeply aware of their values and beliefs. They are self-confident, genuine, reliable, and trustworthy. They concentrate on building followers' strengths, broadening their thinking and creating an organizational environment that is positive and engaging (Avolio & Gardner, 2005; Gardner, Avolio, Luthans, May, &

Walumbwa, 2005). Mistrust of people in positions of power may cause people to disconnect (Owusu-Bempah, Addison & Fairweather, 2011). According to Terry (1993), this disconnects results in all kinds of distortions. People distort what is really happening in a given situation rather than reveal the truth about what is actually happening. Leadership, according to Terry, is a response to this doubt, confusion and subsequent disconnection. The purpose of leadership is to eliminate doubt, offer clarity, and make connections. Authentic leaders commit to these actions naturally (Luthans & Avolio, 2003). The principles of authentic leadership are paramount to address increasing internal and external demands and pressures, especially as they relate to access to college, student success, achievement, and affordable education. This leadership style also addresses the tensions and concerns which threaten faculty and staff, as they respond to, and manage, growing demands for transparency and accountability. According to Avolio (2007), college administrators who are open and transparent will make authentic connections with faculty and staff that, in turn, will enable them to meet the demands of their jobs, and serve the mission of the college or university in the 21st century. Trust and relational transparency, according to Avolio, George (2003), and Kernis (2003), are vital factors in successful leadership and followership. Faculty and staff will respond to higher education administrators who are authentic in their leadership. In turn, they will express to stakeholders this commitment to and trust in the college and its mission. Avolio and Gardner (2005) contend that authentic leadership is the kind of leadership important for positive and desirable organizational outcomes at any given time, but particularly in turbulent and challenging times. Authentic leaders are true to themselves and transparent in all situations. This transparency opens doors for the sharing of ideas, beliefs, and concerns between all members of an organization. The welfare of followers and the organization is expressed and shared (Avolio et al., 2004; Gardner et al., 2005; Kernis, 2003b; Luthans & Avolio 2003).

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5.6 Trust and Student Success in Higher Education

Trust plays a significant role in student success, motivation, and school connectedness in the 21st century (Goodenow, 1993). As a result, trust is a "core resource for improvement among individuals both student and stakeholder" (Bryk and Schneider, 2002, p. 40-45). These findings are consistent with other research documenting the link between student success, connectedness, and belonging to an individual's school.

Though trust plays an essential role in performance, there is substantial evidence that trust in both public and private institutions has been declining for several decades (Carnevale, 1995; Coleman, 1990). For example, although 75 percent of Americans said they trusted the federal government in 1964. However, only 25 percent expressed comparable levels of trust in 1997. Similarly, trust in higher education has fallen from 61 to 30 percent. Major companies fare no better, trust in them having fallen from 55 to 21 percent over this same period (Nye,1997). Hence, when there is a lack of trust in any situation, the result is a decline in performance.

Goddard et al. (2001) conducted research that supports the notion that the establishment of a trusting environment can assist in fostering student success among disadvantaged students. This viewpoint positions trust as a social resource that plays a crucial role in attaining valued future outcomes. Malhotra & Weber (2004) further argued that because it is often impossible for contracts to indicate all aspects of an exchange, "generalized" (p. 293) trust plays a role in the fulfillment of almost all commitments.

5.7 Cultural intelligence and higher education and implication for practice

As the world moves further into the 21st century, it will become even more diverse. There are many reasons for this shift, but the reality is that it is happening. Therefore, leaders in higher education

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must have cultural intelligence to further prepare future leaders to meet the challenges of the global economy.

Globalization has led to a surge in the diversity of students and staff at home and abroad (Walker & Riordan, 2010). Today our students face a world that is highly complex and culturally diverse. As education leaders, we are called upon to share expertise, relay diverse curriculum and arrange the classroom for an optimal learning experience (Bond, 2009). For exchange students that study abroad in the United States, leaders have considered using multi-culturally-relevant content and pedagogical practices in the arts, business, education, and STEM, to enhance social equity and develop new ideas and skills for lifelong learning (Harper and Hurtado, 2007). According to Ang et al. (2007), leaders that have high levels of cultural intelligence are able to adapt to cultural similarities and differences and are able to create environments that thrive, are diverse, and competitive. It is recommended that leadership, faculty, staff, and students be educated about culturally competence. This creates a culturally intelligent institution that takes into consideration diverse individuals' backgrounds, cultures, learning styles, etc. This must be an ongoing process and a standard for how institutions of higher education govern and develop policies to meet the needs of all students. Even though there are clear calls from the Legislators and educational officials to better identify cross-cultural leadership competencies, the literature on leader cultural intelligence (CQ) is remarkably sparse. Issues of cross-cultural management and leadership continue to focus on the significance of new cultures. In fact, this is receiving increased attention from both researchers and practitioners (Avolio, Walumbwa, & Weber, 2009). A more convincing argument is to become culturally intelligent. Cultural intelligence is an essential skill and aptitude, and just for international professionals, but for all professionals in a world where diversity continues to increase.

5.8 Organizational structure and policy for 21st century Leadership Governance

As higher education institutions face consistent change, educational leaders must begin to look at ways to maximize the output of the institution. Twenty-first century trends are showing organizational designs which foster high levels of collaboration among leaders and managers to effectively and efficiently meet those needs (Bolser, 2016). That organizational structure is designed to inspire creativity and collaboration among stakeholders. This type of design is horizontal organizational structure, also known as a flat structure. The flat organizational structure increases group collaboration, reduces cycle times, lower costs, and results in higher quality outputs. According to Bolser (2016), at the simplest level, this structure encompasses the movement from the practical or vertical organization structure to one that is united along core processes that meets the needs of the stakeholder.

In the 21st century higher education institutions, there is an increase of rapid change and growth. These changes are occurring daily, and institutions of higher education are scrambling to develop innovative ways to address these issues. It is essential that institutions of higher education create structural designs that fit the goals, mission, and strategic plans of the institution to gain a competitive advantage. Many institutions are being forced to find new ways to keep management processes current, and services adaptable, to new innovations and the ever-changing global economy (Bolser, 2016).

5.9 Hierarchical Structures

Hierarchical organizational structures are typical in both private and public sectors organizations. Within these types of organizational structures, particularly in higher education, department heads and directors report to vice presidents, deans, and a provost who then reports to the president (Zielke and Pohl, 1996). In smaller institutions, there are usually fewer management layers. Although, a hierarchical structure can organize and delegate the actions of many stakeholders, there are shortcomings under this

particular type of organization structure. The section below will examine these weaknesses and strengths.

5.10 Inflexibility

Hierarchical structures are commonly inflexible. Kotter (2011) asserts that hierarchical organizations impede timely transformations, which are essential if businesses or organizations are to survive in a rapidly changing environment (Zielke and Pohl, 1996, p.162). He contends that hierarchies work for uniform processes; however, they are not beneficial in dynamic environments. Usually, these structures are slow to react to new opportunities, which often require transformative change (p.63).

5.11 Slow Decision-making

In hierarchical structures, decision making happens at a much slower pace due to the responsibility and authority of decisions being delegated to only a selected few people at the top. In a September 2000 interview with Harvard Business School Working Knowledge, retired Harley-Davidson CEO Rich Teerlink asserted that the structure of any organization must have a significant impact on employee behavior. Hierarchical systems usually place limits on the responsibility and authority of individual employees, which reduces an organization's ability to adapt to dynamic business conditions (Zielke and Pohl, 1996).

5.12 Resistance to Creativity

Lastly, hierarchical structures stifle creativity and innovation. The top-down decision-making structure means that business units are not able to respond rapidly to global threats (Zielke and Pohl, 1996 p.162).

5.13 Flat Organizational Structure Model

Flat organizational structure presents fewer layers of management. Within flat organizational structures, stakeholders are permitted and expected to take ownership for a range of traditional

managerial decisions in their daily routines. In essence, vertical boundaries are removed within a flat

structure to level the hierarchy. Additionally, the horizontal limitations are removed for the purpose of

removing functional departments with cross-functional teams (Koontz, 1994). The data are at odds with

the notion of simply pushing decisions down. Flattening of the organizational structure is a multifaceted

phenomenon that in the end looks more like centralism. In the same breath, standard groupings of

"centralization" or "decentralization" are too plain to explain the flattening phenomenon. Research

shows, that in essence, organizations are doing both. Although, evidence is at odds with simply pushing

decisions down, it appears critical to consider different types of decisions and activities and how they

vary by each level in the hierarchy (Guadalupe and Wulf, 2010).

5.14 Employee Motivation

Employee motivation is a key factor in any organizational structure. Employees in a flat

organization structure have more direct influence on the day to day decisions and more autonomy to

foster innovation and creativity (Guadalupe and Wulf, 2010 p. 162).

5.15 Organizational Complexity

Employees in a small organization may be able to handle all day to day and week to week

responsibilities. [H Guadalupe and Wulf (2010) however, as the organization grows and expands,

employees may need subordinates to whom they can delegate leadership responsibilities.] Upper

management is then able and available to be closely involved. This allows minimal upper-level

managers to report to them and reducing the likelihood of burnout and stress. The key difference

between the two organizational structures is how stakeholders have direct influence on decisions that

guide the organization toward its goals and objectives. By simply involving everyone, as issues arise,

opportunities are provided with better perspectives and greater insight for decision making (Strinfellow,

2010).

5.16 Collective Ownership over Autocracy

Within flat organizational structures, decisions are made collaboratively and all stakeholders get an equal opportunity to communicate their views and opinions. When this dynamic is embedded, its impact leads to low turnover, innovation, and buy-in (Strinfellow, 2010).

5.17 Better Communication

Lastly, flat organizational structures reduce barriers between top-level managers and employees on the front lines. The most important aspect of this structure rests in the premise that informal communications among stakeholders happens more easily, resulting in a more transparent organization. In sum, growing organizations that maintain or adopt a flat organizational structure can better meet the needs of their stakeholders and customers in the 21st century (Toffler, 1999).

5.18 Policy Recommendations

The investigator suggests putting in place policies and procedures that address structural and collaborative integration. These processes require total collaboration, commitment, and buy-in. As suggested within this study, leadership must play a significant role in moving the policy forward in a meaningful and inclusive way. It can be very difficult to change the culture of an institution and usually individuals of diverse backgrounds resist drastic change. This study argues, for this merger to be effective, it must be done with deliberatively, and faculty and staff must be willing to give up their traditional roles, opinions and perspectives. Learning should be re-conceptualized so that it happens across boundaries. Additionally, Student Affairs and Academic Affairs should have daily conversations about the continued collaboration (Collins, 2004).

5.19 Collaborative integration

Collins (2004) and Toffler (1999), examining this type of merger, discussed programs with a purpose to engage both Academic Affairs and Student Affairs in the shared goal of student learning.

This process should be led by faculty and Student Affairs professionals that provide high levels of collaboration. This should be the standard for how student learning should moves beyond the classroom. This type of collaboration has been supported in the literature as having a positive impact on the culture, climate, and success of an organization Faculty and Student Affairs staff is usually involved in the total development of the student. However, this development needs to take place under one umbrella so that students are provided a holistic experience to maximize the desired results.

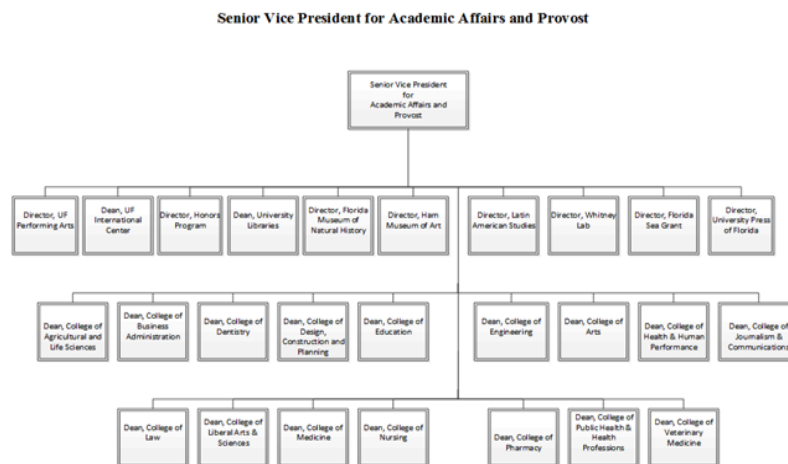**University of Florida Organization Chart**

Senior Vice President for Academic Affairs and Provost

Figure 1: University of Florida Affairs Division

Figure 2: University of Florida Student Affairs Division

5.20 Research Questions

Research Question 1

To what extent is there a relationship of dynamic collaboration between Student Affairs and Academic Affairs and Student Success?

Based on findings from the data analysis the main factors low-income students attributed for their success included their background and characteristics, a comprehensive support network; engagement and involvement of faculty and staff; the holistic shaping of their student experience (culture, reputation, their overall experience). Major themes of leadership and a comprehensive support network emerged as the most important findings for facilitating student success for low-income students. Each study highlighted these themes as being primarily important to student success.

Research Question 2

To what extent is there a relationship of authenticity and collaboration between Student Affairs and Academic Affairs and Student Success?

The primary themes common among each study concerns the need to have high levels of collaboration and support among upper administrator, and leadership. The studies further indicated that by focusing on this particular improvement, will improve the institutional collaborative culture. Finding also revealed that competency in the ability to collaborate with Academic Affairs significantly differed among diverse areas of specialization and that the lack of leadership and administrative support significantly escalates this issue. The data asserts, leaders with high levels of authenticity concentrate on building followers' strengths, broadening their thinking and creating an organizational environment that is positive and engaging (Avolio & Gardner, 2005; Gardner, Avolio, Luthans, May, & Walumbwa, 2005).

Research Question 3

To what extent is there a relationship of trust collaboration between Student Affairs and Academic Affairs and Student Success?

During the data analyses, Academic Affairs faculty participants also provided examples of unsuccessful partnerships focused on the interactions between Student Affairs and Academic Affairs professionals and the collaborative programs impacting their students. Themes discovered during the data analyses indicate that some Academic Affairs professionals do not have respect for Student Affairs professional due to academic attainment and the notion that students attend higher education institution to learn and not engage in social activities. Within in this study members spoke about the challenges faced between Academic Affairs faculty and Student Affairs professionals with the university orientation program: Finally, another Academic Affairs faculty member spoke about the challenges involved in collaborating between the two divisions and how student affairs professionals personally believed Academic Affairs faculty can be difficult to work with.

5.21 Conclusion

In the context of a traditional organizational structure in higher education, Academic and Student affairs divisions may not be collaborating as much as in the past, and the absence of such collaboration is impacting the holistic experiences of students. Students' academic and personal development relies not only on the value of the curriculum and classroom instruction, but also on the participation of Student Affairs. The purpose of this comparative case study was to seek out themes of Academic and Student Affairs professionals' perceptions and collaborations that hinder or advance the merging of student and Academic Affairs divisions and the impact that it has on student success. Three cases studies examined above provided a snapshot of the collaboration perception and experience held by the Academic and Student Affairs divisions. The researcher purposely selected cases that recounted the perceptions and the experiences of stakeholders and administrators within a university setting. This research sought to uncover underlying themes to make the case for a holistic educational experience through a collaborative effort of both student and academic affairs. Based on the studies examined and the literature review, this research found significant evidence that suggests that when stakeholders at the very lowest level participate in collaboration initiatives, the result is increased buy-in. The study also suggests that institutional culture plays a significant role in determining the priorities of an institution. In fact, the culture plays a significant role in hindering or advancing the collaboration of Student Affairs and Academic Affairs. Research asserts that when an institution does not evolve to meet the demands of a changing global economy, the result is a decrease in performance and productivity. There is considerable evidence that supports the notion that, when there is collaboration among Academic Affairs and Student Affairs in higher education, the students are able to have a more authentic experience and be better prepared for life after college.

After thoroughly reviewing the data, the underlying theme that seemed consistent throughout was a lack of leadership and support from upper administration. Research indicates that the purpose of leadership is to eliminate doubt, offer clarity, and make connections. Of the many leadership styles, the research makes the case for authentic leaders who commit to these actions naturally (Luthans & Avolio, 2003). Authentic leadership has shown to be beneficial in bridging relationships and increasing trust among diverse populations. According to Avolio (2007), college administrators who are open and transparent will make authentic connections with faculty and staff that, in turn, enable them to meet the demands of their jobs, and serve the mission of the institution in the 21st century.

The second underlying theme uncovered was the absence of trust. Trust is of major importance in education, for the presence of trust confirms that 'creative individuals are allowed greater freedom and autonomy' (Alexander, 1989, p. 142). Furthermore, trust is a pre-condition of cooperation (Gambetta, 1988). In a study that examined trust, communication and performance, the study found that trust is central to teamwork, leadership and organizational culture (Byrk & Schneider, 2002). One major similarity among all three studies centered on the premise that trust is on the decline or has completely failed. I offer that point to align with the themes that emerged from the analysis concerning lack of respect, lack of engagement, little support, institutional culture, poor climate, silos. In my opinion, when you have these dynamics, trust and productivity in some way are hindered.

The last theme uncovered was culture and organizational structure. The culture of an institution plays a major role in priorities, direction, and governance. Sriram (2014) contends that professionals who viewed their institution as having a culture conducive to collaboration reported a higher level of collaborative skills. Likewise, professionals who did not believe their institution had a collaborative culture tended to report lower competency. When institutions of higher education do not evolve to align their culture to meet the needs of its stakeholders and students, both are impacted in a negative way.

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Kanter (1995) asserts that for institutions to be competitive in the 21st century, they must constantly evolve to meet the needs of a growing diverse market. Implementing a flat organizational structure will require a complete change in culture. It is the responsibility of the leader to make a decision to move an institution forward and not have the mindset of "this is how we've always done things."

     In sum, the above case studies did an excellent job depicting the issues and capturing a snapshot of individual experiences, perceptions, and collaborations to provide an authentic account of the issue regarding merging academic and student affairs. The methodology of each study was appropriate, and offers a framework and strategies educational leaders can use to move this forward in a positive way.

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APPENDIX A

DELAWARE STATE UNIVERSITY

Institutional Review Board – Human Subjects Protection Committee

February 1, 2017

Raymond Lee
College of Arts, Humanities &
Social Services
Delaware State University
1200 N. DuPont Hwy
Dover, DE 19901

Dear Raymond,

Delaware State University's Institutional Review Board (IRB)-Human Subjects Protection Committee has reviewed your project **"Comparative Case Study Analysis of Collaboration and Perceptions of Merging Academic Affairs and Student Affairs Divisions and the Impact on Student Success"**. After review of application, the Committee has granted an exemption from the IRB as it meets a Category of Exempt Research specified in 45 CFR 46.101(b).

Please contact the Office of Sponsored Programs at 302-857-6834 if you have any questions or concerns.

Sincerely,

Dr. Brian Friel
Chairperson, Human Subjects Committee (IRB)

ckh

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