PROJECT MUSE®

A Grounded Theory of Academic Affairs and Student Affairs Partnerships for Diversity and Inclusion Aims

Lucy LePeau

The Review of Higher Education, Volume 39, Number 1, Fall 2015, pp. 97-122 (Article)

Published by Johns Hopkins University Press
DOI: 10.1353/rhe.2015.0044

For additional information about this article
http://muse.jhu.edu/journals/rhe/summary/v039/39.1.lepeau.html

Access provided by Indiana University Libraries (5 Oct 2015 19:45 GMT)

The Review of Higher Education
Fall 2015, Volume 39, No. 1, pp. 97–122
Copyright © 2015 Association for the Study of Higher Education
All Rights Reserved (ISSN 0162–5748)

A Grounded Theory of Academic Affairs and Student Affairs Partnerships for Diversity and Inclusion Aims

Lucy LePeau

Historically, student affairs (SA) and academic affairs (AA) both operated from a lens of functional silos or advancing agendas based on specialization and expertise (Birnbaum, 1991; Kezar & Lester, 2009; Schroeder, 1999, 2003; SPPV, 1949). Each particular academic unit or discipline created its own values and goals leading to further specialization (Kezar & Lester, 2009). Thus, each organization was often fixated on the work of their respective department making it difficult to think about the work of the university as a whole (Kezar, 2006; Kezar & Lester, 2009; Schroeder, 2003). However, when an issue engulfs the campus, faculty in AA and practitioners in SA bring different areas of expertise to the issue. Oftentimes, those issues that engulf the institution are related to diversity.

The call for academic and student affairs partnerships in higher education is not a new concept. In fact, since the early decades of the student affairs profession, the Student Personnel Point of View (SPPV, 1949) called for

Lucy LePeau is an Assistant Professor in Higher Education and Student Affairs at Indiana University Bloomington. She acknowledges the insightful feedback of Susan Komives, Vasti Torres, and the anonymous reviewers on earlier drafts of this manuscript. She also thanks the Association of American Colleges and Universities for their support of this research.Address queries to Lucy LePeau, 201 No. Rose Ave #4266, Indiana University Bloomington, IN 47405; telephone 812-856-8392; email:llepeau@indiana.edu.

collaboration among departments as a means for fostering holistic student development. Further, there are many publications in higher education that suggest AA and SA should partner in order to address difficult challenges on college campuses that are too large to handle in separate units (AAHE, 1998; ACPA, 1994; ACPA & NASPA, 1997; Kezar & Lester, 2009). Few studies define the characteristic of a functional partnership or empirically address *how* to go about creating a functional partnership (Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Nesheim et al., 2008). These association publications and the limited research on partnerships are often cited in the implications or further research sections of diversity articles. For this reason, this study focuses on how AA and SA partnerships enhance the institution's ability to address issues related to diversity.

This article begins with a review of the literature on AA and SA partnerships and on creating inclusive campus environments. This research informed the methodological approach taken and the research process used to consider partnerships between AA and SA. The literature review is followed by the results of this study and the model that depicts the iterative cycle participants engaged in when addressing diversity issues at their respective institutions.

Characteristics of Good Partnerships Between AA and SA

The literature is replete with anecdotal pieces highlighting the benefits and principles of effective student affairs and academic affairs partnerships (Bourassa & Kruger, 2001; Kezar, 2001; Kuh, 1996; Ryu, 2008; Schroeder, 1999, 2003; Smith, 2005), but only some of the scholarship was based on empirical research (Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Nesheim et al., 2008; Philpott & Strange, 2003; Nesheim et al., 2008). Researchers identified several common principles that influence the development of partnerships, including: partnerships aligning with a common mission or philosophy of the institution that supports collaboration between AA and SA, senior administrators who support the formation of partnerships, and an institutional culture that values partnerships (ACPA & NASPA, 2004; Kezar, 2003; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Kuh, 1996; Nesheim et al., 2008; Philopott & Strange, 2003; Schroeder, 2003; Whitt et al., 2008).

Once partnerships are established, researchers suggested that the partnership's longevity is affected by factors such as a strong relationships between stakeholders in both AA and SA, a willingness to share financial resources, reward structures that support faculty and staff involvement in partnerships, and administrators who implement assessment strategies to measure the effectiveness of partnerships (Kezar, 2006; Kezar & Lester, 2009; Kuh, 1996; Schroeder, 2003; Whitt et al., 2008). Finally, researchers noted that partnerships between AA and SA that centralize learning-centered initiatives between AA and SA both inside and outside of the classroom coincide with the call for

"seamless learning" (Kuh, 1996) in higher education (Kezar & Lester, 2009; Nesheim et al., 2008; Schroeder, 2003; Whitt et al., 2008). However, these studies were not situated in AA and SA developing partnerships explicitly for the purpose of addressing diversity issues at particular institutions, and some studies were oriented more toward examples of partnerships in programmatic areas like First-Year Experience, residential programs, and service-learning (Neisheim et al., 2008; Philpott & Strange, 2003; Whitt et al., 2008).

Barriers to Partnerships

Barriers for partnerships between AA and SA are widely attributed to differing cultures between AA and SA (Blake, 1996; Bourassa & Kruger, 2001; Kuh, 1996; Magolda, 2005; Schroeder, 2003; Smith, 2005; Zeller, 1999). Historically, the separation of formal curriculum (in-class learning) is associated with AA and informal curriculum (out-of-class learning) is associated with SA (Bourassa & Kruger, 2001; SPPV, 1949). Faculty are associated with being "thinkers" who create knowledge and focus on developing student learning in intellectual and cognitive domains in the classroom (Bourassa & Kruger, 2001; Kezar & Lester, 2009; Philpot & Strange, 2003; Schroeder, 1999; Smith, 2005; Zeller, 1999). SA educators are often known as team-players or "doers" who focus their educational efforts in the co-curriculum based on developing psychosocial and affective domains in students (Bourassa & Kruger, 2001; Kezar & Lester, 2009; Philpot & Strange, 2003; Schroeder, 1999; Smith, 2005; Zeller, 1999).

Perpetuating the separation is related to the premise that AA and SA are rewarded differently, that is, more often faculty are rewarded for working in isolation through individual scholarly pursuits for the tenure and promotion process while SA are rewarded for working collaboratively (Kezar & Lester, 2009; Schroeder, 1999, 2003). When the culture within higher education does not reflect a value toward partnership but values individuality and hierarchical power, developing effective partnerships is challenging (Kuh, 1996). Further, perceptions that SA is ancillary or inferior to AA can impede partnership development (Kuh, 1996; Schroeder, 1999, 2003; Smith, 2005). Thus, an understanding of how AA and SA researchers and administrators transform barriers to forming partnerships is needed and particularly when the partnerships are situated within the context of diversity initiatives.

Conceptual Framework: Creating Inclusive Campus Environments

Researchers suggest that in order to create environments that are inclusive for students, faculty, and staff from diverse backgrounds, campus stakeholders must address multiple facets of campus climate simultaneously (Hurtado,

Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & antonio, 2005). The conceptual framework informing this research was the Milem et al. (2005) framework for improving the climate for diversity in institutions of higher education that embeds the original work from Hurtado et al. (1999). The merged framework provided a comprehensive lens for understanding five dimensions researchers and practitioners must consider when enacting diversity initiatives on college campuses because if they only attend to one dimension, the opportunity to make deep change in a campus environment and climate may be diminished. This framework also offers a rich definition for what the term diversity can encompass because researchers situate the values and educational benefits of diversity beyond demographic representation of faculty, staff, and students (Hurtado et al., 1999; Milem et al., 2005).

Hurtado et al. (1999) formulated a theoretical framework for enacting diverse learning communities. The framework included four components for institutional stakeholders: (a) reviewing the historical background of a campus community to understand how populations of students, faculty, and staff have been included and excluded in an environment, (b) understanding the structural diversity or the numerical representations of individuals from racial and ethnic backgrounds on a campus, (c) looking at the psychological climate for individuals from diverse backgrounds, and (d) evaluating the actual actions or behaviors that occur on campus to try to enact a more diverse campus community such as new curricular and programmatic changes. Milem et al. (2005) revised the framework to alter the notion of structural diversity to compositional diversity and included a fifth dimension of organizational/structural diversity, meaning that the policies and practices of an institution both explicitly and implicitly affect the campus community in relation to diversity. The work from Hurtado et al. (1999) and Milem et al. (2005) provided a conceptual framework for the review of the literature in regards to the importance of diversity in higher education and the need for AA and SA partnerships for diversity initiatives.

The conceptual ideas about principles for good partnerships and barriers builds a case for the gap in the literature for both *how* partnerships between SA and AA develop, but also *whether* actual partnerships follow the elements provided in the conceptual framework (Hurtado et al., 1999; Milem et al., 2005). For this reason, this study will also consider how the process used by academic faculty and SA practitioners in successful partnerships between AA and SA for diversity initiatives relates to elements in the framework or not (Hurtado et al., 1999; Milem et al., 2005). Because this study uses grounded theory methodology, the review of the literature served as a mechanism for developing theoretical sensitivity, considering initial ideas prior to conducting the study that later allowed me to better conceptualize how the emerging data departed and aligned with aspects of the literature (Charmaz, 2006).

Research Design

Methodology

This study is a qualitative inquiry and therefore the researcher's subjectivities are shared (Jones, Torres, & Arminio, 2014). Because I believe knowledge is socially constructed and emerges from the meaning individuals make of their experiences, I used a constructivist epistemological approach to the inquiry (Creswell, 2007; Guba & Lincoln, 1989) and grounded theory methodology for analysis (Charmaz, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1998) along with a social justice theoretical perspective (Charmaz, 2005). The researcher's view was considered because I co-constructed the meanings participants made of their actions in particular situations, in this instance how participants made meaning of AA and SA partnerships (Charmaz, 2006).

Strauss and Corbin (1998) situate grounded theory methodology with an awareness of the interrelationships among conditions, interactions between people, and the structures that illuminate how a process occurs. Charmaz (2006) stretches the premise of those interactions further to suggest that researchers and participants can co-construct the meaning in interviews and in turn generate the grounding of the theoretical rendering. Charmaz (2005) noted that interest in social justice encourages the researcher to pay attention to ideas such as hierarchies, equity, fairness, privilege, and power emergent in the particular study. Therefore, in this study, constructivist grounded theory was suitable for inductively studying *how* SA and AA partnerships about diversity initiatives occurred. A social justice theoretical perspective was compatible with grounded theory analysis because I considered how the process was also influenced by the systems that impeded or promoted how the participants constructed the partnerships (Charmaz, 2005; Jones et al., 2014).

Sample

The sampling strategy for this study was a combination of expert nomination, snowball, criterion, intensity, purposeful, and theoretical sampling (Creswell, 2007; Morse, 2007; Patton, 2002). The predetermined criteria for this study included institutions perceived by expert nominators to have engaged in effective SA and AA partnerships because they were involved with the American Commitments Project, a grant-funded project in the 1990s and early 2000s from the Association of American Colleges and Universities (AAC&U). The mission of AAC&U is to promote liberal learning in higher education. The focus of this study is not on evaluating the Project itself, but on the phenomenon of the partnerships between AA and SA to implement diversity initiatives at their respective institutions. The Project served as the vehicle to identify participants from institutions committed to partnerships for diversity initiatives.

The American Commitments Project. The premise of the publications from the Project was that the United States is a diverse environment comprised of people from different backgrounds (e.g., ethnicity, race, gender, generational status). The challenge for higher education faculty, students, and staff was to work to create campus environments that not only *recognized* the diversity of the United States but also included policies, practices, and curricula that *represented* the diversity of the United States by acknowledging and altering inequities in campus environments (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; AAC&U, 1999). The call was made for teams of faculty and administrators across the country to apply for the Project that encouraged AA and SA to partner or to enhance existing collaborative partnerships. These institutions were to demonstrate commitment to diversity by transforming the theoretical concepts presented in the American Commitments publications to policies and practices at their respective member institutions. In addition, they were to increase the compositional diversity of enrolling students on campus. Garnering participants from institutions involved in this Project provided rich contexts to study the phenomenon of interest (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; AAC&U, 1999; Humphreys, 1997; Milem et al., 2005).

Institutions applied to participate in the grant-funded Project (AAC&U archives). If selected, institutions were given funding to send four or five participants from their institution to attend a five-day summer institute. After the institute, institutions were visited by teams of consultants to assist institutions in meeting their objectives. Additionally, Project teams produced reports to AAC&U about their work and received feedback related to their ongoing efforts.

The expert nominators were two national leaders at AAC&U who coordinated the American Commitments Project for 130 different institutions (e.g., two-year, four-year, public, private). Of the institutions involved, the expert nominators recommended 11 institutions that they perceived were particularly unique and exemplified effective partnerships. Additional criteria used for sampling included diverse institutions based on geographic location, historical context, student population, and size (Creswell, 2007; Morse, 2007). In order to obtain maximum variation in the sample, we discussed the known social identities of the possible participants from each school, and the expert nominators tried to highlight institutions with teams representing differences based on gender, ethnicity, race, and different social identities, such as religion, when known by the expert nominators. Based on the aforementioned criteria, four institutions agreed to participate.

Institutions. Pseudonyms, names of trees, were selected to represent the four institutions in the sample to protect anonymity. Birch College is a small, MSI located in the northeast; the institution is affiliated with a Christian church (Birch archives). The student enrollment is about 2,000. Maple Uni-

versity is a large research institution in the Midwest enrolling about 16,000 students (Maple archives). Oak University is a large, public university in the Midwest enrolling about 23,000 undergraduate students (Oak archives). Finally, Spruce University is a Catholic liberal arts institution and HSI located in an urban environment in the south with a student enrollment of approximately 2,500 undergraduate students.

Participants at each institution. As noted, the objective was to employ maximum variation sampling when identifying a sample of participants from diverse backgrounds and identifying with both dominant and marginalized social identities (e.g., race, gender, sexual orientation). Participants also needed to incorporate diversity in terms of representation in AA and SA units at the respective institutions recommended by the expert nominators because of the phenomenon of interest, partnerships. Participants selected pseudonyms to protect their anonymity. Table 1 includes selected characteristics that participants self-identified and general positions on campus. Participants referred to different identities (e.g., religion from both faith and cultural standpoints, parental status, growing up experiences) as salient when describing their work at their respective institution and influencing their perceptions of inequities in the campus environments. Participants in this sample are predominantly White, which is a limitation. This limitation also reflects the racial composition of faculty and administrators in AA and SA at the respective institutions at the time of the Project, an issue that is revisited in the findings.

The strength of the sample is that the 18 participants have stayed connected with their respective institutions from the time of the Project to the present day, even if retired. Because the participants represent a long tenure with the institution and hold teaching and administrative positions in AA, SA, or both domains in some instances, they are able to reflect the nature of the partnerships between AA and SA at their respective institutions. Therefore interviews with participants, coupled with document review, serve as the primary data source because their experiences most robustly represent the phenomenon of interest, partnerships between AA and SA for diversity initiatives.

Method

Data sources included two 60–90 minute in depth recorded and transcribed verbatim interviews with participants, campus visits, and document analysis of institutional archived materials from the Project. The literature review and the merged conceptual framework informed the design of interview protocols. The interview questions focused on: the history of what was happening on the campus at the time of the Project, the nature of the relationship between SA and AA and the processes of how the relationship developed, and the campus objectives for diversity initiatives as defined by

Table 1.

Selected Characteristics of Participants—Self-Identified by Participants

Institution/Name	*Gender*	*Race/Ethnicity*	*Professional Status at time of American Commitments*	*Current Professional Status*
Birch				
Rachel (team leader)	Woman	White	Associate Dean in academic affairs	Faculty member in the English department
Charlotte	Woman	White	Assistant Professor in History	Associate Professor in History
Robin	Man	White	Administrator in Teaching and Learning center and Associate Arts and History Professor	Emeritus Faculty from Birch
Jean	Woman	African American	Vice President for student affairs	Retired from Birch
Maple				
Steve (team leader)	Man	White	Associate Dean in Arts and Sciences and Professor	Associate Dean in Arts and Sciences and Professor
Hallie	Woman	African American	Associate Professor in Education and Dean	Senior student affairs administrator
Jim	Man	White	Senior student affairs administrator	Retired from Maple
Barb	Woman	White	Associate Professor in Interdisciplinary Learning	Associate Professor of Teacher Education
Margaret	Woman	Mixed ethnicity	Administrator and instructor on a regional campus	Retired from Maple and serves as diversity trainer and mediator
Oak				
Abu (team leader)	Man	African American	Associate Dean in academic affairs and Music Professor	Senior academic administrator and focuses on diversity initiatives in work
Kelly	Woman	White	Administrator in research and teaching center	Consultant and diversity trainer
José	Man	Asian American/ Filipino	Director of a community service-learning program	Academic advisor
Ramon	Man	White	Administrator in general education	Administrator in living-learning program

Spruce				
Donna (team leader)	Woman	White	Senior academic administrator & Member of a religious order	Senior academic administrator & Member of a religious order
Henrietta	Woman	White	Associate Professor in Social Sciences	Dean of general education
Don	Man	White	Associate Professor in Social Sciences	Associate Professor in Social Sciences
Jessica	Woman	White	Director of Theater Arts	Faculty member in general education
Elizabeth	Woman	White	Residence Hall Director	Associate Senior student affairs administrator

participants at each institution. I collected documents that I reviewed prior to, during, and after the campus visits, including: campus mission statements, organizational charts, catalogues or course descriptions pertaining to general education requirements related to diversity goals as delineated by each institution, annual reports, and brochures about programs related to diversity initiatives; these documents connected with dimensions of the conceptual framework for the study (Hurtado et al., 1999; Milem et al., 2005). I conducted two-day site visits at each institution in order to meet the participants in-person for the first interviews and cull through archived materials about the Project when available.

Analysis

I followed data analysis procedures that align with constructivist grounded theory methods (i.e., initial, focused, axial, and theoretical coding) (Charmaz, 2006; Corbin & Strauss, 2008). The codes emerged from the data, consistent with constructivist grounded theory. In the focused coding phase, I narrowed 5,565 in vivo codes from initial coding (i.e., line-by-line coding) to 100 focused codes. I created memos about the focused codes to sort out my thoughts about the meaning behind the codes. Some of the focused codes included: "already being committed," "dealing with issues," "leadership architecting," "using our voices," "wearing different hats," and "taking cues from the mission." I suspended judgment about whose words generated the action behind the codes but rather used the focused codes to explain why particular codes emerged as salient.

Next, during the axial coding phase, I reconnected the fractured data into dimensions or subcategories within the data to form linkages around emerging theoretical constructions (Charmaz, 2006; Corbin & Strauss, 2008) to determine how the categories connected to the research questions. Strauss and Corbin (1998) offered an organizing scheme that I applied to the phenomena of partnerships for this study. In this phase, I asked "when, what, where, why, how, and what consequences" to distinguish the process of forming partnerships between AA and SA (Strauss & Corbin, 1998). During this phase, I also asked questions related to who had power and why in decision-making relevant to incorporating a social justice theoretical perspective (Charmaz, 2005). This coding phase included reconnecting categories with rich quotations from participants that illuminated the dimensions of the categories. Finally, I used theoretical coding to connect the conditions, properties, and dimensions of the categories into a coherent storyline (Charmaz, 2006; Strauss & Corbin, 1998).

Trustworthiness

Trustworthiness relates to the conceptual rigor I employed throughout the data collection and analysis to support the credibility of the research (Guba

& Lincoln, 1989). The way I rooted epistemological and theoretical foundations in the conception and execution of this study supports the goodness of the study (Arminio & Hultgren, 2002). I analyzed data from transcripts with participants, document analyses, and field notes from site visits in order to support triangulation or using multiple sources of data to confirm or disconfirm findings (Creswell, 2007, 2009; Guba & Lincoln, 1989). I used measures such as offering thick descriptions of participants' words in providing rationale for the key categories in the theory, and I conducted member checks with participants by sharing a summary of findings. Participants confirmed the viability of the theory. Peer debriefers, two researchers experienced with employing grounded theory methodology and analytic methods, raised questions about emergent themes that encouraged me to return to the data as I worked to saturate categories and the auditor tracked that there was congruence between data analysis procedures and the theoretical rendering (Charmaz, 2006; Creswell, 2007, 2009; Guba & Lincoln, 1989). The people involved in the peer debriefing and member-check processes confirmed my rationale for support of the emergent theory (Charmaz, 2006). Finally, I kept a researcher journal to track decisions made throughout the research process, examine researcher positionalities, and reflect on perspectives about partnerships that the participants shared (Jones et al., 2014).

Limitations

Asking participants to provide an oral history of the work between AA and SA during the 1990s is a possible limitation of this study (Chaddock, 2010; Howell & Prevenier, 2001; Peterkin, 2010). Participants maintained a lengthy tenure at their respective institutions, a benefit of gathering long-term influences of the Project. Nevertheless, participants' potential memory decay was an important factor to consider. The participants' firsthand knowledge of the institution acted as an environmental historian and provided a thorough landscape of the issues of exclusion prevalent prior to, during, and after the Project (Chaddock, 2010; Howell & Prevenier, 2001; Peterkin, 2010). However, participants may have recounted experiences about AA and SA diversity initiatives differently at the completion of the Project than at the time of data collection for this study.

Findings

The participants involved in this grounded theory study addressed issues of exclusion at their respective institution. Along the way, participants developed partnerships between AA and SA for the purpose of implementing diversity initiatives. One core category "making commitments" and eight key categories emerged as elements of the theoretical process. The core category, "making commitments," captured the never-ending work of building more

inclusive campus environments for faculty, students, and staff from diverse backgrounds regardless of institutional type. The core category encapsulated two dimensions referenced by the participants about what diversity and diversity initiatives mean: (1) the commitments to diversity reflected the complex content knowledge they themselves and students need to understand their own social identities and the "isms" that plague society; and (2) the commitments to inclusion incorporated the institutional and individual actions taken to alter inequitable systems to build more inclusive environments for faculty, students, and staff. Ramon at Oak shared:

> The commitment was here and stated and there was resistance from faculty on campus and a lot of questions being raised … people were looking at all levels, institutional levels … the administration, policy making, development practices, faculty curriculum, requirements, pedagogy, student life, climate, all those different levels people were trying to grapple with, What does this mean? How do we transform ourselves? … there was a lot of activity.

The depth and differences in the content and action components of commitments to diversity and inclusion looked different at each institution due to the type of AA and SA partnership employed.

Participants acknowledged "issues of exclusion brewing" on each campus due to racism, heterosexism, classism, ethnocentrism, and intersecting "isms" that activated the process. The subsequent key categories: "taking cues from the mission," "leadership architecting," "involving the social gadflies," and "AAC&U as a catalyst" emerged as additional critical influences or factors leading participants to operate from a particular type of partnership between AA and SA: complementary, coordinated, or pervasive. Consistent with grounded theory methodology, each key category is textured with properties and dimensions (Charmaz, 2006) that illustrate how partnerships, and what type of partnerships, formed between AA and SA and the subsequent outcomes of the process. The nature and process of this theory is iterative. Therefore, these categories in the process were arranged in a conceptual model, the Cycle of Making Continuous Commitments to Diversity and Inclusion (see Figure 1). The core category "making commitments" is the root of the Cycle because it permeates every key category in the theory and shows how the commitments made by the participants and the institutions move the Cycle from sequence to sequence.

Five Critical Influences in Developing Partnerships

Issues of exclusion: starting point. Participants described the issues related to exclusion of different individuals or groups "brewing" throughout their respective campuses in the 1990s. Precipitating factors included racist and homophobic hate crimes in the surrounding community, interrelated issues of exclusion pertaining to the curriculum, students taught history

through the perspective of dominant White males that marginalized students from underrepresented groups, the dearth of faculty of color and women on all of the campuses, and the lack of goals related to diversity infused into general education curricula. At Oak (research institution) in the early 1990s, students protested at a series of demonstrations because something needed to be done at the institutional level to improve both recruitment and retention of students of color, especially African American students. At Birch (MSI), the institution underwent major financial duress prior to the Project. The institution filed for Chapter 11 Bankruptcy and issues brewed among the faculty and administrators because there was a legacy of tenured faculty being fired. The student population was predominantly Black and "lower class and lower middle class and poor class … Latin, African American, and White students" said Jean. Admissions staff recruited upper middle class White students perceived to provide financial support. However, a new President valued the compositionally diverse student body and rehired faculty previously fired. Jean elaborated on the President, "He looked around and he said this [compositional diversity] is our strength … So this is something that we should embrace as opposed to trying to change … this was the start of our work."

At Maple (research institution), the climate was particularly chilly for Black and gay and lesbian students. African American students complained of being singled out in class to speak for all Black people. At the time the Maple population was only "6% domestic multicultural" and that number was "abysmal" according to Hallie. The participants agreed that the lack of diversity in relation to the educational experience at the institution short-changed all students. At Spruce (HSI), the problems brewing related to a report from the accrediting body for the region. The accreditors noted that the mission of the institution included goals about preparing students for a diverse society but that the curriculum did not match the promises made in the mission statement. According to Don from Spruce, the accrediting body criticized the general education curriculum because, "seeing that no two students have to take the same courses how can you assure that your students are in fact achieving what you say you want to achieve in the mission statement?" Thus, the "issues of exclusion brewing" propelled participants forward in the theoretical process.

Institutional mission. The participants at each institution looked to institutional documents to understand what values the institution espoused and how the issues of exclusion brewing threatened those values. Elizabeth at Spruce said, "I take my cues from the mission." The participants described three dimensions in regards to taking cues from the mission: (a) doing the diversity and inclusion work because it aligned with the actual institutional mission, (b) forming a personal link with the institutional mission based on their perceptions, and (c) altering the actual institutional mission statement

by infusing it with the language of making a commitment to diversity. First, the actual mission statement at each campus provided a framework for defining diversity. Elizabeth explained coming to the University:

> You knew about mission within days … The Brothers … really kind of influence how we approach diversity … and it's very much through the lens of social justice and Catholic social teaching. Advocating for folks who are in marginalized groups is a given.

Secondly, working at an institution that adopted a philosophy of making commitments to diversity, it was easier for participants to see congruence between their own values of making continuous commitments to diversity with the values espoused by the institution. Jean shared, "It could not have been for the money because it doesn't pay well … so I'm assuming that you're here because you want to be, because you believe in our mission and you believe in these students."

Finally, participants expressed "making a commitment" to altering the actual mission statement of the institution, if needed, to infuse language about values associated with diversity. Hallie and Margaret at Maple worked tirelessly to create a diversity statement, a process of negotiating politics within faculty senate. Hallie shared:

> I wish [Margaret] and I had recorded the conversation because we were the two who went into the senate to propose it and we were the two who stood up and just said look this is something we need to do and here's why and here's a statement … If we could have recorded that conversation I doubt if that conversation could have occurred three or four or five or ten years before.

The diversity statement was a way to engage the institution in the continuous work needed. Hallie stated that there are "pivotal moments" when people are ready to have conversations about diversity. The act of transforming the actual mission statement itself was a means for propelling the institution further. The definition of diversity in the institutional mission signified to the participants two things: (a) what was happening to meet goals related to the educational experience students may obtain at the institution and (b) where there were gaps between the espoused and enacted institutional mission related to diversity. Thus, referring to the mission of the institution influenced the participants in partnering between AA and SA. Participants described positional leaders like Presidents and Provosts at each institution as not only articulating the goals of the diversity initiatives, but also facilitating the development of partnerships between AA and SA.

Leadership. The leaders set the tone for making commitments to diversity, but the actual implementation came from the participants across campus; people already committed to diversity goals enacted the plans. Thus, like

an architect, the leadership designed some blueprints, but the contractors applied the work in different ways. Steve from Maple shared, "the Provost at the time, I thought provided a great deal of leadership both in terms of providing resources but in terms of his public statements." Jean at Birch described the President as the "architect of the whole thing" meaning the work about diversity and inclusion.

The leaders offered philosophical commitments through strategic plans for making commitments to diversity. For instance, after consulting and conducting listening sessions with administrators, alumni, and University groups, the President of Oak drafted the "Oak Order" (AAC&U and Oak archives). Kelly noted that the President's "Oak Order" reinforced the commitment to diversity initiatives because "at the very top of the university a President-led commitment to diversity was meaningful and could go somewhere." Barb from Maple reflected on the work of the Provost as knowing the particular spheres of influence on the campus in AA and SA that each participant held and who were likely to create synergistic change around diversity initiatives as opposed to efforts in different pockets of the institution. At Spruce, Donna was the "leader of the band" as Don put it. Because many of the participants in the study served as chief academic affairs officers, they selected the teams of representatives for the American Commitments Project; the leaders served as conduits for the partnerships about diversity and inclusion to evolve further.

Social gadflies. Team leaders, Abu from Oak, Donna from Spruce, Rachel from Birch, and Steve from Maple, crafted the request for grant proposals for the American Commitments Project and invited people from SA and AA to participate (AAC&U archives). The team leaders were strategic because they selected people from both AA and SA who not only represented spheres of influence in AA and SA pertaining to diversity and inclusion work, but they were also trusted as committed to diversity and inclusion work; they were the "usual suspects" as José put it. The commitment the team leaders recognized can be described as a social gadfly. The definition of a social gadfly states:

> In modern and local politics, gadfly is a term used to describe someone who persistently challenges people in positions of power, the status quo or a popular position. The word may be uttered in a pejorative sense, while at the same time be accepted as a description of honorable work or civic duty. (Retrieved from http://www.reference.com/browse/Gadfly_%28social%29).

The team leaders cultivated relationships with the people who they perceived could propel their respective institutions forward in the efforts. Robin used the term "gadfly" to refer to himself and his work around diversity, and this term described most of the participants in the study.

When it came to diversity initiatives and looking at issues of exclusion, the ways the gadflies perceived themselves played a role. Hallie is an example. She

shared, "I was raised in Detroit and the age I am, really exposed to the Civil Rights Movement and have very much an activist lens, the fact that that's how I … interact with the world." Additional dimensions participants referenced included: teaching in alternative education, identifying as a feminist or radical, and learning about diversity through academic study. The committees brought the participants together to work, but AAC&U catalyzed them in developing partnerships.

Insertion of outside groups. The national agenda that AAC&U set pertaining to American Commitments coincided with the philosophies and practices the participants employed. Ramon at Oak explained, "The purpose of AAC&U is to change the national landscape and changing the national landscape also helped [Oak] stay with the project." Thus, the plans the leaders architected were already underway at each campus when AAC&U came along to enhance the work of the social gadflies. The national leaders at AAC&U served as a catalyst because they: (1) provided research and scholarship from nationally recognized researchers about building more inclusive campus environments, (2) offered a gathering space for faculty and administrators across the country to learn from each other at summer institutes, (3) gave recognition to the participants for the work they were already doing, and (4) encouraged participants to share institution-specific information more widely with similar and dissimilar institutions facing challenges with building more inclusive environments for faculty, staff, and students. Jim from Maple shared:

> I think in a sense, it was almost like you were flywheel, and AAC&U they just kept the flywheel going even faster. For us, it was not like you had to drag people to these issues, but I think the curriculum, deeply enriched, I think, all of our understanding of these issues. It was not that we weren't committed. But, it was very thoughtful literature.

The work of AAC&U as a leader in liberal learning in the general education curriculum centered the teams from each institution in looking at research and scholarship pertaining to diversity and inclusion from a national standpoint. Abu at Oak noted that the recognition AAC&U gave the campus boosted the social gadflies even further in their work. The act of creating the partnership (or not) became part of building a more inclusive campus environment.

Pathways to Partnership

As participants navigated the aforementioned five critical influences to partnerships, the three pathways highlighted the different ways that SA and AA constructed partnerships when deciding how to implement diversity initiatives. The type of partnership formed depended on whether or not AA was viewed as having more power than SA and whether or not engaging

in developing a partnership was considered a social justice initiative at the institution. The pathways to partnership reflects a key category and the three types of partnerships outline properties and dimensions of each pathway. The type of partnership the participants employed influenced the outcomes of the initiatives.

The Complementary Pathway. Spruce used the Complementary "they do these things and we do those things" as stated by Henrietta. The Complementary Pathway between AA and SA meant that both units functioned to support diversity and inclusion efforts, but the efforts happened in separate ways: (1) AA and SA worked in separate divisions, (2) AA and SA complemented each other in work about diversity initiatives, and (3) participants did not face cultural contradictions between each area. The role of AA focused on altering the general education curriculum to encourage students to understand their own history in relation to students coming from similar and different cultural backgrounds, to understand social problems, and to consider solutions to social issues. The role of SA focused on co-curricular efforts such as programs in the residence halls that engaged students in looking at issues of race, class, and gender. Almost all of the participants shared that both AA and SA collectively contributed to meeting diversity and inclusion goals. However, the perception of SA from Don at Spruce was that their work focused on student life but did not necessarily support the academic mission of the university. Elizabeth from Spruce disagreed with Don's perspective in that the work of SA does support the academic mission of the institution, particularly because SA teach courses in the general education curriculum. The work of AA and SA in totality supported the diversity and inclusion goals; therefore, the partnership was Complementary.

The Coordinated Pathway. Maple and Oak used the Coordinated Pathway that was characterized by: (1) sharing vision, (2) blurring the lines (i.e., professionals in hybrid roles between AA and SA), (3) communicating across units in committees, and (4) living with contradictions—the contradictions of AA as having more power than SA and being "willing to live within those contradictions and not be done in by them," stated by Hallie. At Maple and Oak AA and SA created a shared vision for the development and implementation of diversity initiatives: the work often occurred in committees designated to develop efforts related to transforming curriculum, composition of the campus, and climate. The participants worked across units by sending representatives from departments to represent viewpoints from both SA and AA in the committee meetings. Further, many participants at Maple and Oak blurred the lines between AA and SA in their own work that facilitated greater understanding of the contributions both AA and SA could make toward diversity and inclusion goals.

The recognition of cultural contradictions between AA and SA in this pathway was prevalent, particularly that AA possessed more status in the

campus environment. However, the recognition of the power differential did not stymie the gadflies from collaborating, but they did acknowledge that the inequities challenged how they partnered in this Pathway. The predominate feeling was that power differentials existed between AA and SA, but the social gadflies knew SA professionals contributed to both student learning and meeting diversity and inclusion goals on campus.

The Pervasive Pathway. Birch operated by the Pervasive Pathway where, as Jean shared, AA and SA partnerships were "the standard operation of the entire campus." This partnership was characterized by the participants: (1) sharing the vision for understanding how AA and SA contribute to student learning because everyone on campus is considered an educator, (2) relearning course content and rethinking pedagogy in the classroom to consciously consider social identities like race, class, and gender, (3) blurring the lines between AA and SA, (4) challenging the cultural contradictions between SA and AA, (5) considering shared governance, and (6) making AA and SA partnerships the operating culture on campus.

Social gadflies in the Pervasive Pathway also blurred the lines between AA and SA, specifically by challenging the cultural contradictions between AA and SA to promote equity and collegiality in relationships. They did this through endeavors such as: social gadflies and administrators on campus creating a community council for staff members to look at issues such as freedom of speech that staff did not attain as did faculty through the tenure process, social gadflies situated in AA and SA teaching together and sharing power, and SA professionals who wore different hats speaking up in faculty senate meetings because they also taught in the classroom as well as assumed administrative roles in SA. All the participants from AA and SA were "academics" as Jean put it because everyone contributed to student learning in the curriculum, the co-curriculum, or both. All the Pathways to Partnership focused on relationships between key players in both AA and SA. The level of trust and rapport between the participants was critical in all pathways for partnerships to form.

Outcomes of the Diversity Initiatives

Although different pathways to partnership existed, every team of participants accomplished or made progress toward some goals in regards to diversity and inclusion. Specific outcomes related to diversity and inclusion were: teams of faculty and practitioners worked to redesign general education curriculum for students to consider their own social identities and how that relates to interacting with students with different social identities (all); faculty relearning their disciplines through the lenses of race, class, and gender (Birch—participants incorporated a year-long initiative, Maple, and Oak); initiatives generated toward recruiting and retaining faculty, students, and staff from underrepresented populations (all); classes being taught with SA

and AA representatives (Birch); faculty and SA developing a co-curricular transcript for students (Birch); and practices designed to give SA more voice in campus decision-making (Birch, Maple, and Oak). Although Oak and Maple participants discussed conducting climate studies during the timeframe of the American Commitments Project, evidence of outcomes from the climate studies was not available in the archived files.

Sustaining the Commitment to Partnerships

The nature of the emerging process from this study is iterative, meaning that participants repeated the sequences outlined in the key categories of the theoretical process to address current or re-emerging issues of exclusion. Once again, participants employed partnerships between AA and SA to work on diversity initiatives, but the same or different types of pathways to partnerships were used due to: working with new positional leaders, facing financial challenges on campus, and considering global learning. For the participants at Birch, partnerships between AA and SA became the standard operation on campus. When a new Vice President for Academic Affairs arrived, she suggested that AA and SA work in complementary ways to address issues of exclusion. Charlotte at Birch commented:

> When she first came I kept saying to her, we're a community here, you're not understanding that, we're used to working collaboratively between student affairs and academic affairs. I mean we have that in place … she didn't understand how it worked and it took a couple years before she got it, and now she does.

The participants at Birch maintained the culture of pervasive partnerships between AA and SA and worked to bring new leaders on board. Participants also described how facing financial challenges altered the type of partnerships employed. José and Ramon talked about financial challenges at Oak that interfered with partnering between AA and SA. Instead of operating from the coordinated pathway, the participants talked about a tendency to move into the complementary pathway when financial setbacks happened. José shared, "instead of responding collaboratively, it appears that, both flags are mostly, mostly defending what's theirs and not, not looking to collaborate." Ramon elaborated, "You know, it's cyclical. There are periods where people seem to be getting along a little bit. Other times it's more difficult and, sometimes it's personalities. I'd say now it's budget issues really sort of forced more separation."

At Spruce, work of American Commitments followed the complementary pathway between AA and SA. However, the pathway currently incorporated for focusing on global learning operated more along the coordinated pathway. Specifically, AA and SA professionals at Spruce co-designed objectives about global learning curriculum and co-curriculum through a new project with AAC&U. Elizabeth explained, "He [faculty member coordinating the

project] approached my Vice President and said give me your people to serve on this committee, we want to work on this. And so, that was a much more intentional way of saying come to the table, let's plan together." She mentioned that there is more of an expectation for the two areas to work together in different ways from the current President and Vice Presidents.

The emergent theory from this study is a dynamic process that demonstrates how partnerships between AA and SA about diversity initiatives can form and be sustained. The conceptual model representing this theory provides a depiction of the order of operations participants used in a cyclical pattern of addressing diversity issues at their institutions.

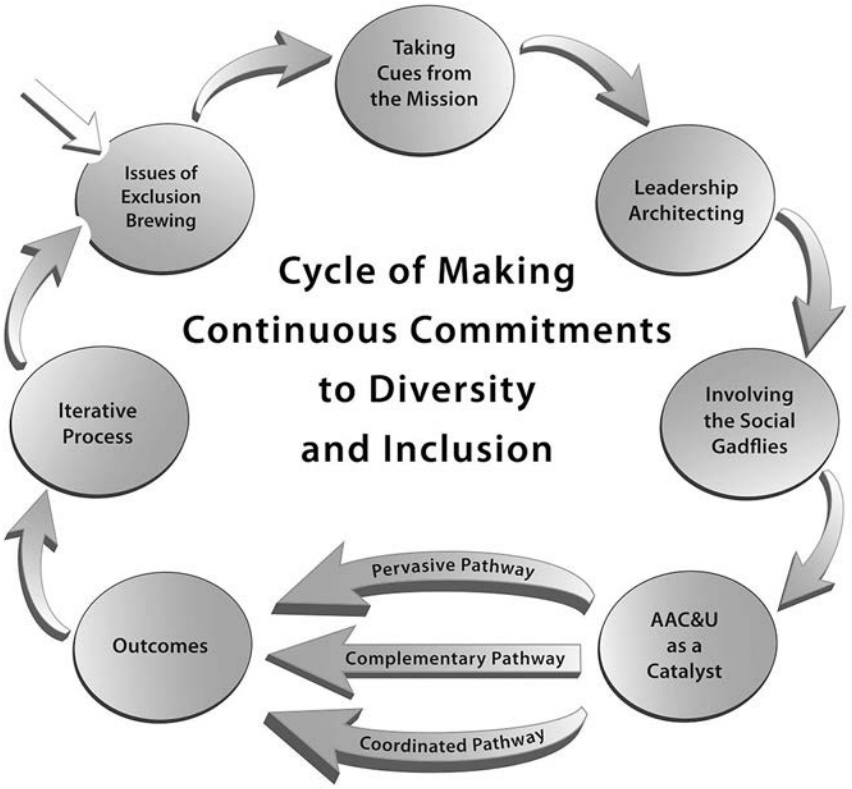

Figure 1.

Discussion

The emergent theory from this study supports how AA and SA partnerships are promising approaches for enacting the dimensions of the conceptual framework (i.e., historical, behavioral, compositional, psychological) from Hurtado et al. (1999) and organizational from Milem et al. (2005). The findings bolster the argument from Hurtado et al. (1999) that, "the institutional climate for diversity is conceptualized as a product of these various elements and their dynamics" (p. 6). In relation to this study, the key word in that statement is "dynamics." AA and SA partnerships provide an avenue for individual and institutional "continuous commitments to diversity and inclusion," but the type of partnership matters in the types of outcomes that occur.

Congruent with the conceptual framework, all of the participants at each institution attended to the historical context as demonstrated by the key category of "issues of exclusion brewing." Participants recognized some of the inherent issues in the environment connected with racism, sexism, and additional intersecting "isms" that inhibited individuals or groups from thriving in the environment. Further, all of the participants in the study focused on increasing compositional diversity of the campus population; during the 1990s, the emphasis was placed on recruiting students of color, faculty of color, and women. However, the way participants enacted initiatives through AA and SA partnerships in relation to the (organizational, psychological, and behavioral) dimensions varied and influenced the multiplicative "product" of all dimensions related to creating a diverse learning environment as suggested from Hurtado et al. (1999).

The participants operating from the Coordinated and Pervasive Pathways noticed the irony that if they were working toward implementing diversity and inclusion efforts on campus, then addressing inequities between AA and SA was a part of diversity and inclusion work. The separation between the two areas or two different worlds can persist because faculty possesses the power to generate scientific knowledge, the knowledge most valued within higher education (Fried, 1995). Fried (1995) explained, "When one group has the power to define reliable knowledge within an hierarchical system of value, then all other types of knowledge automatically become less reliable and less valuable by comparison" (p. 177). Thus, border crossing was a worthy endeavor for participants focused on diversity and inclusion efforts at their respective institutions. Participants made paradigmatic commitments (Pope, Reynolds, & Mueller, 2004) at the individual and institutional levels within partnerships, but most vigorously within the Pervasive Partnership. Participants relearned their academic disciplines and worked to alter inequitable systems between AA and SA. The participants saw themselves as contributing to the problem of racism and marginalization students experienced inside and outside of the classroom. The findings offer insight into the transformative

potential of campus stakeholders from AA and SA in making more significant changes to the campus climate for diversity through Coordinated and Pervasive pathways. The differential findings among the partnership types reinforced the conceptual framework from Hurtado et al. (1999) and Milem et al. (2005) that multidimensional attention to the historical, psychological, behavioral, compositional, and organizational dynamics at the institution resulted in the most cultural changes in "the way things are done here" as exemplified by participants at Birch.

IMPLICATIONS

Implications for Academic Affairs and Student Affairs Practice

The work researchers and practitioners do to implement diversity initiatives for inclusion at their respective institutions is never-ending. The emergent theory may be useful to researchers and practitioners who want to understand not only how an institution currently operates related to AA and SA partnerships, but also consider ways to intervene at different phases of the Cycle to alter the practices for diversity and inclusion aims that ultimately promote student success. The findings from this study further reveal that participants practicing from a social justice orientation in their work, the social gadflies, may support more equitable processes between AA and SA. Thus, identifying and engaging the social gadflies at one's institution is a critical dimension to developing AA and SA partnerships.

As noted, blurring the lines between AA and SA may promote border-crossing (Fried, 1995). In particular, three suggestions offered to AA and SA for blurring roles include: (a) AA and SA may develop innovative co-teaching opportunities in the classroom, (b) AA may invite SA to contribute to the development of general education curriculum pertaining to the study of issues of diversity, and (c) AA and SA may create coalitions on campus even if external resources like AAC&U are not available. Within the leadership architecting sequence, Senior Student Affairs Officers need to be at the table in order to cultivate shared power between AA and SA. In relation to the experience of participants in this study, SA participants waited to be asked to participate rather than asking to be included in diversity initiatives. Finally, the contributions of researchers and practitioners receiving support from outside expertise, AAC&U in this case, was helpful for providing the participants with current literature and avenues to share their ideas across different institutional types with people sharing a similar commitment to diversity and inclusion. When researchers and practitioners on college campuses do not have access to the resources from outside groups like AAC&U, the findings from this study suggest that researchers and practitioners might be able to implement similar strategies internally such as sharing resources or literature

at on-campus institutes to consider how their work may influence creating more inclusive environments.

Future Research

Further study is needed to determine how AA and SA can be effective in addressing other important academic and campus issues. This study offers hope that AA and SA can work together to implement diversity and inclusion initiatives, but the work might be more difficult for SA in the Complementary pathway as opposed to the Coordinated or Pervasive pathway because SA might not be perceived as "academics" the way that participants from Birch described. Additional research could further examine how an institution reorganizes to take a different Pathway to Partnership pertaining to diversity and inclusion initiatives. Although the findings from the study included evidence of an institution moving from Complementary to Coordinated and from Coordinated to Complementary, examples of an institution making a culture shift from Complementary to Pervasive did not emerge. The findings from this study uncovered that AA and SA partnerships about diversity initiatives in the Pervasive pathway included facing and challenging cultural contradictions between SA and AA when new staff members join the community. Thus, more research could illuminate additional information about how institutions make shifts from one pathway to another and implement interventions within each phase of the theory as displayed within the Cycle.

References

American Association of Higher Education [AAHE], American College Personnel Association [ACPA], and National Association of Student Personnel Administrators [NASPA]. (1998). *Powerful partnerships: A shared responsibility for learning.* Washington, DC: American

American College Personnel Association (1994). *The student learning imperative: Implications for student affairs.* Washington, DC: Author.

American College Personnel Association and National Association of Student Personnel Administrators (1997). *Principles of good practice for student affairs* [On-line].Available: http://www.acpa.nche.edu/pgp/principle.htm.

American College Personnel Association and National Association of Student Personnel Administrators (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: Author.

American Council on Education. (1949, September) [SPPV, 1949]. The student personnel point of view (American Council on Education Studies. Vol. XIII. Series VI. Student Personnel Work No 13). Washington, DC: Author. Retrieved from the website of the Bowling Green State University Student Affairs History Project at www.bgsu.edu/colleges/library/cac/sahp/pages/1949SPPVrev.pdf

Arminio, J.L., & Hultgren, F.H. (2002). Breaking out from the shadow: The question of criteria in qualitative research. *Journal of College Student Development, 43*, 446–460.

Association of American Colleges and Universities (1995a) [AAC&U], The drama of diversity and democracy: Higher education and American commitments. *Report prepared for American commitments: A National Initiative of the Association of American Colleges and Universities.* Washington, DC.

Association of American Colleges and Universities (1995b), American pluralism and the college curriculum: Higher education in a diverse democracy. *Report prepared for American commitments: A National Initiative of the Association of American Colleges and Universities.* Washington, DC: Author.

Association of American Colleges and Universities (1995c), Liberal learning and the arts of connection for the new academy. *Report prepared for American commitments: A National Initiative of the Association of American Colleges and Universities.* Washington, DC: Author.

Association of American Colleges and Universities (1999). Boundaries and Borderlands III: The Search for Recognition and Community in America. *Call for applications: A national project of the Association of American Colleges and Universities.* Washington, DC.

Birnbaum, R. (1991). *How colleges work.* San Francisco, CA: Jossey-Bass.

Blake, E. S. (1996). The yin & yang of student learning in college. *About Campus*, 4–9.

Bourassa, D. M., & Kruger, K. (2001). The national dialogue on academic and student affairs collaboration. . In A. Kezar, D. J. Hirsch & D. Burack (Eds.), *Understanding the role of academic and student affairs collaboration in creating a successful learning environment* (Vol. 116, pp. 9–38). San Francisco, CA: Jossey-Bass.

Chaddock, K. (2010). Oral history … as scholarship. In M. Gasman (Ed.), *The history of U.S. higher education: Methods for understanding the past* (pp. 19–29). New York, NY: Routledge.

Charmaz, K. (2005). Grounded theory in the 21st century: A qualitative method for advancing social justice research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE Handbook of qualitative research* (3rd ed.; pp. 507–535). Thousand Oaks, CA: Sage.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* London: Sage.

Corbin, J., & Strauss, A. (2008). *The basics of qualitative research.* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Fontana, A., & Frey, J. H. (2005). The interview: From neutral stance to political involvement. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed.; pp. 695–727). Thousand Oaks, CA: Sage.

Fried, J. & Associates (1995). *Shifting paradigms in student affairs: Culture, context, teaching and learning.* Lanham, MD: University Press of America.

Glaser, B. G. & Strauss, A.L. (1967) *The discovery of Grounded Thoery: Strategies for qualitative research.* Chicago, IL: Aldine.

Guba, E.G. & Lincoln, Y.S. (1989). *Fourth generation evaluation.* Newbury Park, CA: Sage.

Howell, M. & Prevenier, W. (2001). *From reliable sources: An introduction to historical methods.* New York, NY: Cornell University Press.

Humphreys, D. (1997). General education and american commitments: A national report on diversity courses and requirements. *Report of the American Commitments: Diversity, Democracy, and Liberal Learning from the Association of American Colleges and Universities,* Washington, DC: Author.

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. In A. J. Kezar (Ed.), *ASHE-ERIC Higher Education Report* (Vol. 26). Washington, D.C.: The George Washington University, Graduate School of Education and Human Development.

Jones, S.R., Torres, V., & Arminio, A. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York: Routledge.

Kezar, A. (2001). Understanding the nature of higher education organizations: Key to successful organizational change. In A.-E. H. e. report (Ed.), (Vol. 4, pp. 59–77). San Francisco, CA.

Kezar, A. (2003). Enhancing innovative partnerships: Creating a change model for academic and student affairs collaboration. *Innovative higher education, 28*, 137–156.

Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *The Journal of Higher Education, 77*, 804–838.

Kezar, A., & Kinzie, J. (2006). Examining the ways institutions create student engagement: The role of mission. *Journal of College Student Development, 47*, 149–172.

Kezar, A., & Lester, J. (2009). *Organizing higher education for collaboration: A guide for campus leaders.* San Francisco, CA: John Wiley & Sons.

Kuh, G. D. (1996). Guiding principles for creating seamless learning environments for undergraduates. *Journal of College Student Development, 37*, 135–148.

Magolda, P. M. (2005). Proceed with caution: Uncommon wisdom about academic and student affairs partnerships. *About Campus, 9*, 16–21.

Milem, J.F., Chang, M.J., antonio, A.L. (2005). Making diversity work on campus: A research- based perspective. *One in a series of three papers commissioned as part of the making excellence inclusive initiative from the Association of American Colleges and Universities.* Washington, DC: Author.

Morse, J. M. (2007). Sampling in grounded theory. In A. Bryant & K. Charmaz (Eds.), *The SAGE handbook of grounded theory* (pp. 229–244). Los Angeles, CA: SAGE.

Nesheim, B. E., Guentzel, M. J., Kellogg, A. H., McDonald, W. M., Wells, C. A., & Whitt, E. J. (2008). Outcomes for students of student affairs-academic affairs partnership programs. *Journal of College Student Development, 48*, 435–454.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). London: Sage.

Peterkin, D.L. (2010). "Within these walls:" Reading and writing institutional histories. In M. Gasman (Ed.), *The history of U.S. higher education: Methods for understanding the past* (pp. 9–18). New York, NY: Routledge.

Philpott, J. L., & Strange, C. (2003). "On the road to Cambridge": A case study of faculty and student affairs in collaboration. *The Journal of Higher Education, 74*, 77–95.

Pope, R.L., Reynolds, A.L., & Mueller, J.A. (2004). *Multicultural competence in student affairs.* San Francisco, CA: Jossey-Bass.

Ryu, M. (2008). Minorities in higher education 2008 twenty-third status report (A. C. O. Education, Trans.). In J. King & D. Cordova (Eds.), *American Council on Education.* Washington, DC: Author.

Schroeder, C. C. (1999). Partnerships: An imperative for enhancing student learning and institutional effectiveness. In J. H. Schuh & E. J. Whitt (Eds.), *Creating successful partnerships between academic and student affairs* (pp. 5–18). San Francisco, CA: Jossey-Bass.

Schroeder, C. C. (2003). Using the lessons of research to develop partnerships. In S. R. Komives, J. R. Woodard, D.B. & Associates (Eds.), *Student services: A Handbook for the profession* (Fourth ed., pp. 618–636). San Francisco, CA: Jossey-Bass.

Smith, K. K. (2005). From coexistence to collaboration: A call for partnership between academic and student affairs. *Journal of Cognitive Affective Learning, 2*, 16–20.

Social gadfly. (n.d). In reference.com online. Retrieved from http://www.reference.com/browse/Gadfly_%28social%29.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.

Whitt, E. J., Nesheim, B. E., Guentzel, M. J., Kellogg, A. H., McDonald, W. M., & Wells, C. A. (2008). "Principles of good practice" for academic and student affairs partnership programs. *Journal of College Student Development, 49*, 235–249.

Zeller, W. J. (1999). The learning specialist: The author envisions a new staff position that bridges academic affairs and student affairs. *About Campus,* 31–33.