

ABSTRACT

Title of Document: ACADEMIC AFFAIRS AND STUDENT
AFFAIRS PARTNERSHIPS PROMOTING
DIVERSITY INITIATIVES ON CAMPUS: A
GROUNDED THEORY

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Higher education research suggests student affairs and academic affairs partner to address challenges on campus, such as building inclusive environments for diverse students and staff, but evidence about *how* partnerships form is lacking in the literature. The purpose of this constructivist grounded theory was to understand *how* the process of forming academic affairs and student affairs partnerships about diversity initiatives developed with educators involved in a national Project launched by the Association of American Colleges and Universities in the 1990s. The American Commitments Project was designed to encourage educators to center tenets related to diversity in the curriculum and co-curriculum. Research questions included: (a) what can be learned from educators, from both student affairs and academic affairs, about how to formulate partnerships; (b) how do educators involved in these partnerships own perceptions of their multiple identities influence their work

implementing diversity initiatives; and (c) how, if at all, has involvement in American Commitments currently shaped the way(s) educators create partnerships?

The sample included 18 diverse educators originally involved in the Project on four campuses. Data sources included in depth interviews with participants, campus visits, and institutional archived materials from the Project. After following data analysis procedures consistent with constructivist grounded theory methods, the theory, a *Cycle of Making Continuous Commitments to Diversity and Inclusion*, emerged.

The core category, “making commitments,” is the root of the *cycle* and how commitments are made moves the *cycle* from sequence to sequence. *Issues of exclusion brewing* on each campus due to racism and other “isms” initiated the *cycle*. The subsequent four key categories reflected the considerations and actions educators made leading to partnerships for the purpose of implementing diversity initiatives. Three *pathways to partnership* characterized the type of partnerships: *complementary, coordinated, and pervasive*. The pathway employed lead to campus specific *outcomes* related to diversity and inclusion. The nature of the *cycle* is iterative meaning that educators must repeat the sequences of the *cycle* to address current *issues of exclusion* on the campus. The findings offer implications for campus educators who desire to form partnerships for the purpose of diversity initiatives and for future research.

ACADEMIC AFFAIRS AND STUDENT AFFAIRS PARTNERSHIPS
PROMOTING DIVERSITY INITIATIVES ON CAMPUS: A GROUNDED
THEORY

By

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CHAPTER I: INTRODUCTION

Universities overwhelmingly espouse commitment to diversity in written mission statements (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005; Quaye & Harper, 2007). Yet, educators are continually vexed by how to demonstrate commitment to diversity in curriculum (Chang, 2002; Gurin, Dey, Hurtado, & Gurin, 2002), “compositional diversity” or the numerical representation of students, faculty, and staff from different racial and ethnic groups (Hurtado et al., 1999; Milem et al., 2005, p.15), organizational decision-making processes (Milem et al., 2005), and creating inclusive campus climates for faculty, staff, and students representing multiple identities (Abes, Jones, & McEwen, 2007; Jones & McEwen, 2000; Hurtado et al., 1999). In the 1990s and early 2000s several national associations launched projects aimed to transform general education requirements about diversity and increase the compositional diversity of students enrolling on campus; one such project was the American Commitments Project initiated by the Association of American Colleges and Universities (AAC&U; AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; Humphreys, 1997; Milem et al., 2005).

The request for teams of campus educators across the country to apply for the American Commitments Project included a call to academic affairs and student affairs to partner in demonstrating commitment to diversity by transforming the theoretical concepts presented in the American Commitments publications to policies and practices at their respective member institutions of AAC&U (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; AAC&U, 1999). Yet 10-15 years later, educators

are inquiring about the longer-term influences of the project particularly because building inclusive environments for the changing demographics of higher education continues to challenge educators today (Ryu, 2008).

Current implications from research in student affairs often suggest that student affairs and academic affairs 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) such as building inclusive campus environments for all students; however, few studies actually empirically address how to go about creating a functional partnership or what the characteristics of a functional partnership include (Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Nesheim, et al., 2008; Philpott & Strange, 2003; Whitt, et al., 2008). The problem with lack of empirical evidence is that work about diversity and inclusion is both a process and a product (Arminio, Torres, & Pope, 2012). Without evidence about *how* diversity initiatives are conceived and implemented, the outcomes, sometimes unintentional, may further marginalize already oppressed groups in campus environments (Arminio, et al., 2012). To this end, the lack of knowledge about the process used to develop the initiatives makes it difficult to understand who benefits from diversity initiatives and whether or not the people involved in the work consider themselves to be part of the problem (Ortiz & Patton, 2012). Therefore, this constructivist grounded theory study was needed to investigate *how* the process of creating effective partnerships between student affairs and academic affairs about diversity initiatives developed (Charmaz, 2006).

This chapter provides the context for the tenets undergirding the American Commitments Project. The scholars involved with the American Commitments project championed ideas aimed at furnishing suggestions in response to complex questions such as, but not limited to:

1. How does what happens on campus contribute to the effectiveness of a diverse democracy? (AAC&U, 1995a, p. 2)
2. How are we to understand the contradictory interconnections between democratic aspiration and structural injustice? (Humphreys, 1997, p. x)
3. What are the crucial distinctions between recognizing/acknowledging difference and learning to take grounded stands in the face of difference? If both are goals for liberal learning, how can students develop both kinds of capabilities over time? (Humphreys, 1997, p. x)

The issues in the era of higher education that stimulated AAC&U to develop the American Commitments Project are addressed. Next, the working definitions of critical terms such as diversity, democracy, and partnership are shared in order to situate this study. Then, the themes embedded in the primary publications from the American Commitments Project are addressed building the need for student affairs and academic affairs partnerships to move the rhetoric into action. This chapter includes the purpose and research questions posed for this study. Moreover, the sharing of the context of the American Commitments Project builds a case for the significance of conducting this grounded theory study.

The History of the American Commitments Project

The American Commitments Project of AAC&U, funded by the Ford Foundation and the William and Flora Hewlett Foundation, was launched in 1993 and two additional generations of the Project continued through 1999 (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The mission of AAC&U is to be the preeminent national association focused on promoting liberal learning in higher education (AAC&U, 2010). Specifically,

Liberal learning aims to be a productive force in the life of a democratic and pluralistic society by challenging all citizens equally to master the complexities of self-governance, to see and appreciate issues from contrasting points of view, to value human and cultural diversity, to discover priorities, and to make informed choices. (AAC&U, 1995c, p. 5)

In the early 1990s questions about affirmative action admissions policies arose due to legal cases in California and Michigan (AAC&U, 1995a). Volatile debates regarding affirmative action ensued in higher education because of the realization that racism, sexism, heterosexism, and other “isms” plagued environments of higher education and were indicative of greater societal troubles (AAC&U, 1995a). The affirmative action debate provided an opportunity to critically examine the history of higher education in a democratic society by questioning who has access to higher education, who continues to be marginalized, and why (AAC&U, 1995a).

Thus, AAC&U convened a national panel of scholars, academic leaders, and administrators (representing diverse intellectual, experiential, and social identities) in higher education to revisit the notion of diversity as conceived in democratic values

and underpinnings of the United States (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The panelists, all faculty, project directors of commissions for higher education, or Provosts, focused on dialogue about what students need to learn in higher education in order to best function and contribute to a diverse democracy after graduation (AAC&U, 1995a; AAC&U, 1995b, AAC&U, 1995c).

The broad objectives for the project outlined in the documents included articulating the knowledge students need to contribute to a diverse democracy and identifying effective mechanisms in curriculum, co-curricular learning environments, and pedagogical practices that foster liberal learning in institutions of higher education (AAC&U, 1995a; AAC&U, 1995b, AAC&U, 1995c). At the time of debuting the Project, the proposed ideas from the AAC&U national panel about centralizing diversity in general education curriculum faced some resistance from faculty in the hard sciences. Educators questioned why classes designed to teach students about issues such as gender, class, and race deserved to be required courses in general education. In particular, educators in hard sciences like math and engineering questioned how ideas proposed by AAC&U pertained to their courses. The goals of American Commitments further linked the ideas of diversity and inclusion in the enumerated points below:

1. To create new opportunities-which we term “American Commitments and Community Seminars” for both public and campus learning about the United States as a diverse democracy; and

2. To commit our institutions to the task of making our campus inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard. (AAC&U, 1995a, p. 34)

Thus, the premise was that the United States is a diverse environment comprised of people from multiple backgrounds. The challenge for higher education leaders 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 equally *represented* the diversity of the United States. Four primary interrelated outcomes of the project included: policy reports and recommendations about higher education's role in a diverse democracy; institutes on American pluralism and campus leadership; a network of institutions working on general education curriculum planning and faculty development around diversity and community; and electronic, workshop, and print development of resource materials to support campus diversity efforts (AAC&U 1995c, p. viii). A conceptual review of germane themes published in reports written by the national panel of the American Commitments Project further delineated how the objectives were framed with the primary interest of transforming higher education into one that supports a diverse democracy (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c).

The national panel provided the context and call to action regarding the work of American Commitments in seminal publications (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). Three of the primary publications outlined: (a) the historical context or "The Drama of Diversity and Democracy" in higher education and communities in the United States as a whole (AAC&U, 1995a), (b) an analysis of

how students can use knowledge to transform society marred by inequalities entitled “Liberal Learning and the Arts of Connection for the New Academy” (AAC&U, 1995b), and (c) recommendations for the redesign of general education to reflect “American Pluralism and the College Curriculum” (AAC&U, 1995c). Reviewing the three documents frames the call to action in higher education for making diversity and inclusion central to its educational pursuits (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). However, before examining the themes from the primary documents, a working definition of terms central to the American Commitments Project and subsequently this study is necessary.

Working Definition of Terms

Incumbent to this study was the consideration of the terms diversity and democracy from the lens of AAC&U under the auspices of the American Commitments project in the mid 1990s (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). Because this study was a qualitative constructivist grounded theory (Charmaz, 2006), the terms were used with the intentional purpose of situating the study in the context of the American Commitments Project but were not fixed in nature. The terms may take on different constructed meaning based on the way(s) the participants in the study interpreted and constructed meaning (Charmaz, 2006).

According to the American Commitments Project the term diversity was defined in three levels: diversity in terms of the individual within society, diversity within the context of higher education, and democracy that is enmeshed with the idea of diversity within the American Commitments project (AAC&U, 1995a; AAC&U, 1995b, AAC&U, 1995c). *Diversity of the individual within society* was defined as:

Diversity refers to the variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, and developed ability. (AAC&U, 1995a, p. xx)

The purpose of *diversity education* from the context of higher education was defined as:

Diversity references a complex set of efforts to uproot the sources and legacies of a long history of societal hierarchy and educational apartheid. (AAC&U, 1995a, p. xii).

Finally, the notion of *democracy* in the context of American Commitments was defined:

Democracy, here, refers to the ideal that all human beings have equal value, deserve equal respect, and should be given equal opportunity to fully participate in the life and direction of the society. Diversity refers to the variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning which generally flow from the influence of different cultural and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, and developed ability. (AAC&U, 1995a, pp. 9-10)

Further, this study focused on partnerships between student affairs and academic affairs. Therefore, a working definition of collaboration or partnership from Kezar (2003) helped define this term for the purpose of the study. The idea of collaboration or partnership was defined as:

Individuals working together toward a common purpose, with equal voice and responsibility. (p. 138)

Operationalizing terms in the context of the American Commitments Project foregrounds how AAC&U members were informed about the purpose of involvement in revitalizing curricular and co-curricular education on their respective campuses to strive towards the goal of equitable education and inclusive campus environments (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). Although the lofty ideals are life-long pursuits, the definitions provided some common language about diversity and democracy as articulated by the national panel. Diversity is as much embedded in constructions of individual identity as it is in societal constructions of diversity. Diversity is *not* the narrow definition of a student program or a graduation requirement to learn about a world culture different from one's own as a means to teach students about diversity. The national panel purported that higher education is a venue to dialogue about what is diversity in the context of American Commitments (AAC&U, 1995a; AAC&U, 1995b, AAC&U, 1995c). These definitions sensitized how participants in the study were asked to conceive of diversity that in turn would lead to action toward building more inclusive campus environments. To this end, an understanding of why national leaders at AAC&U connected the notions of democracy and diversity in Higher Education is needed.

Democracy in Relation to Diversity in Higher Education

The national leaders at AAC&U connected the constructs of democracy and diversity because they agreed with political scientists who argued, “political socialization” included “the process by which democratic societies transmit political values, attitudes, and modes of behavior to citizens” (Gutmann, 1987, p. 15). The national leaders at AAC&U shared that diversity of backgrounds students, faculty, and staff bring to a campus as well as diversity of thought are assets to higher education environments (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). However, the history taught about the United States from a White, male perspective reproduced a singular set of “values, attitudes, and modes of behavior to citizens” and students in higher education and threatened students’ ability to thrive in a diverse democracy (AAC&U, 1995a; Gutmann, 1987, p. 15). As Gutmann (1987) maintained, “When citizens rule in a democracy, they determine, among other things, how future citizens will be educated. Democratic education is therefore a political as well as an educational ideal” (p. 3). Because the United States is a democracy, debates among parents, educators, and policy-makers about the content of curricula in primary, secondary, and postsecondary education are prevalent (Gutmann, 1987). The national leaders involved with the American Commitments Project were deeply interested in how educators in higher education prepared students to reproduce “values, attitudes, and behaviors” that are representative of the diverse experiences and cultures of people in the United States (AAC&U, 1995a; Gutmann, 1987, p. 15). Further, a review of the reports generated by the national panel of the American

Commitments project further delineated how the terms diversity and democracy were applied in the Project (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c).

Summary of Reports from the American Commitments Project

Prior to disseminating the reports to AAC&U members, national panelists from the American Commitments Project shared drafts with administrators and faculty at small group sessions at two of the AAC&U annual meetings and at institutes sponsored or co-sponsored by AAC&U (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The dialogue about the drafts spurred the panelists' work of improving the content of the drafts for the publications and also enhanced panelists' own learning about transforming higher education around the study of diversity and democracy (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The following section summarizes the content presented in three reports produced by the national panelists.

The First Report: "The Drama of Diversity and Democracy"

The authors of the first report charted the historical groundwork in the United States for the inequities that continue to plague the nation (AAC&U, 1995a). The writers pointed to the contradictions of American pluralism in terms of calling for an engaged citizenry with dialogue and deliberation as critical to engendering a democracy where voices are heard when decision-making occurs, yet citizens first enrolled in higher education were White and male. Citizenry whose voices controlled the development of legislation included only a small subset of the population. Further, laws and practices of the United States perpetuated the drama in democracy from the Naturalization Act of 1790 granting citizenship to immigrants who are White and

male to the nature of higher education institutions remaining segregated until the 1960s. Although radical changes in systems of power were altered through movements such as the Civil Rights Movement and the Women's Movement, the nation's racial and economic segregation continued and continues to dominate in the United States (AAC&U, 1995a).

The authors argued that, for some students, higher education might be the first time students engage in communities that are less homogenous than their high schools (AAC&U, 1995a). They also asserted that educating Americans for a diverse democracy in higher education means enhancing students' knowledge about the diverse history of the United States with the intention of inciting social change efforts. If students have the opportunity while enrolled in higher education to: (a) hear a retelling of US history with the painful past of racism and segregation, (b) situate themselves in the landscape of US history by reflecting on their own identities in terms of how those identities shape democratic aspirations, and (c) re-imagine and compose democracy of "meaningful equality for every American," social change efforts can collectively emerge (AAC&U, 1995a, p. 1).

Thus the study of diversity and democracy through the American Commitments framework sought to become a way to incite social change because facing the historical contradictions where individuals and groups are not given equal value or representation unearths the flaws of a democratic society (AAC&U, 1995a). Social justice efforts intentionally presuppose building a sense of community by interrogating a shared past and generating public dialogue to confront issues about why individuals from identity groups such as people of color, religious groups,

members of the LGBTQ community, and additional social identity groups are excluded (AAC&U, 1995a). The national panel inquired about what it looks like to understand each other's histories and create communities who are willing to interrogate the tensions between the possibilities of democracy and the flawed practices in higher education and society that impede equality (AAC&U, 1995a).

Therefore, the writers asserted, "diversity without democratic principles has no moral compass" (AAC&U, 1995a; p. 10). Diversity looks different to individuals and groups based on social locations pertaining to family, social class, workplaces, cultural groups, and more. The national panel asserted that citizens in a democratic society will not move forward until the acknowledgement of differences based on social identities rooted in systems of power and oppression are identified. More specifically, the history and diversity of people from different cultures and backgrounds of the United States are grounded in violent conquests of land that displaced particular groups such as Native Americans. Thus the history of the United States government included unjust domination by the political majority at the time, predominantly White men. Intersecting the ideas of democracy and diversity means facing historical contradictions collectively to reach a new vision of relational pluralism (AAC&U, 1995a). Who constructs the stories of American history, however, whose stories are heard, and why is also crucial when considering the intersection of diversity and democracy. Therefore, the second report addressed the influence of knowledge creation in a democratic society (AAC&U, 1995b).

The Second Report: “Liberal Learning and the Arts of Connection for the New Academy”

The second report, drafted by national panelist Elizabeth Minnich, framed a discussion about how knowledge can be created in a higher education landscape that strives towards the goals of diversity and democracy (AAC&U, 1995b). The panelists encouraged a movement away from dichotomized thinking (either-or thinking) that inhibits drawing meaningful connections between two seemingly disparate ideas. Dichotomized thinking hinders both studying social justice and creating a more just society because an individual can only see one perspective of an issue. The panelists called for recognizing and seeing ideas on a continuum, that is, contemplating both inclusion and exclusion of people and the historical contexts of why. At the same time individuals are charged to consider relationships among individuals and communities while grappling with historical, social, cultural, and political contexts underpinning one’s conceptions of knowledge. Trying to embrace ideas on both sides of a continuum simultaneously fosters the intention of searching for inclusive and equitable common grounds in learning. The idea of considering the aforementioned issues pertaining to knowledge has the potential to transform conceptualizing diversity from a problem to a resource because multiple ways of knowing are considered rather than one dominant perspective; there is not one historical, social, cultural, and political story of people living in the United States. The national panel called individuals to look at how one conceptualizes sound arguments, significance, and worth in higher education (AAC&U, 1995b).

Simultaneously, the national panelists cautioned against ontological absolutes; purporting that no one person's experience is the mark of universalized goodness or beauty (AAC&U, 1995b). The idea of considering multiple truths speaks to the notion of identifying what it means to construct an egalitarian democracy through liberal learning. The context of higher education is a place where translating between theory and practice is realized. For example, the panelists offered a nod to student affairs as a place where teaching skills such as mediation and communication are taught to students as a means for translating between the classroom setting and lived experience (AAC&U, 1995b).

Moreover, this text introduced the conceptual framework of what inclusive ways of thinking entail, situating one in both "universals and particulars" (AAC&U, 1995b, p. 17). The idea was to both centralize the narratives of individuals and individuals in communities because history is timeless, there is always something to learn from the past and reconstruct for the present. The benefits of this type of fluid engagement of knowledge allows for identification of injustices because,

... telling the stories of knowledge creation, past and present, need not reduce it to a function of its time. On the contrary: historicizing quite literally humanizes scholarship, and so makes it more equitably accessible as an activity those previously alienated from it can think of joining. (AAC&U, 1995b, pp. 19-20).

The intentionality behind looking at contextual grounds of particular stories where universal claims to truth are contrived offer the place where people can make counter arguments and share lived experiences that demonstrate how unjustifiable claims are

made in universal truths. In turn, the space for transforming knowledge can occur (AAC&U, 1995b).

The Panel asserted that higher education was a place to look at the vastness of different civilizations while challenging students, faculty, and staff to dialogue across the different meanings made of the construction of civilizations based on social location of individual and group histories in the United States (AAC&U, 1995b). Recognizing that the world is interdependent but not equitable provides the vantage points for students, faculty, and staff to challenge how and why they think the way they do. Therefore, the panelists asserted that educators must care about and learn more about sexism, class barriers, anti-Semitism, and other “isms” because they are “failures of the mind as much as they are failures of the heart;” they create barriers for acting socially just because what we think influences “the ways we make judgments and choices, the ways we act, and the systems we establish” (AAC&U, 1995b, p. 37). The third report illustrated how educators think translates into how curriculum is constructed (AAC&U, 1995c).

The Third Report: “American Pluralism and the College Curriculum”

The third report tied the themes together from the first two reports to craft the argument for why education about diversity is an imperative for the college curriculum (in both general education and major programs) and co-curriculum (AAC&U, 1995c). A guiding question stated, “What would it mean for democracy to be truly alive for every person in this society?” (AAC&U, 1995c, p. 1). The basis for a curriculum of inclusion takes intentionality in determining what democracy means from a history in higher education that began with access to White males and a

history fraught with segregation. Recognizing and studying this history is a step in reconceptualizing how we live together and construct knowledge. Thus, what students learn in college and the societal contexts in which the learning is situated will help prepare students to use their learning to create change where injustices arise. To this end, the panelists encouraged educators to think about how to transform curriculum in higher education to meet the aforementioned goal of preparing students to learn how to create change when injustices arise (AAC&U, 1995c).

Constructing a new curriculum. The construction of a new curriculum moved beyond the notion of studying world civilizations, but encouraged situating self and self in society (AAC&U, 1995c). Thus justice-seeking questions in the curriculum encompass recognition across racial and ethnic boundaries, moral engagement, and economic empowerment. For instance, general education curricula at the time the national panel constructed the documents noted the prevalent models of general education through the study of Western civilization. This construct often included studying historical perspectives such as: understanding the law through the Romans, considering the beauty of individuality through study of the Renaissance, and considering religious diversity through Post-Reformation Europe (para, pp. 15-16). The problem with a general education curriculum designed in this fashion is the absence of multiple cultural legacies and equity issues facing the United States that are needed to center the student as a bearer of “self-knowledge, principle, intentionality and experience to the making of a diverse democracy” (AAC&U, 1995c, p. 21). Thus, essential elements of a new curriculum included: (a) all students studying their inheritance and make up of who they are, (b) students studying across

differences to understand another's history and vocabulary, (c) a study of complexity of truths, (d) understanding divisions of inequalities based on racial and ethnic divides, (e) "justice as practice, justice as reasoning, justice as a matrix of aspirations and ideals" (AAC&U, 1995c, pp. 21-23) (f) interdependence of the US with other countries, and (g) dialogue and deliberation (talking across difference) (AAC&U, 1995c, pp. 21-23).

A new suggested curriculum provided students with seeing themselves in society and their own unique histories and traditions with particular attention to providing students with opportunities to pursue justice when the new curriculum unearths inequities (AAC&U, 1995c). Suggestions for experiential learning strategies that complement in-class learning included: service-learning opportunities (i.e. short-term, long-term) where students learn from and with community members to implement justice-seeking programs, internships with local agencies such as prisons or child-care facilities, or working with libraries to present community histories (AAC&U, 1995c).

Reviewing the historical context of the American Commitments project was imperative for laying the foundation of this study (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The national panel of scholars and community leaders involved with the project drafted the call to action for member institutions of AAC&U toward creating inclusive environments for students. Yet, the application of this call to action rests within the work of educators. Fifteen years later campuses continue to wrestle with ways to meet the needs of the diverse landscape of students enrolling in higher education (Rye, 2008). Issues of equity, access, and inclusion of students representing

multiple identities continue to challenge educators in higher education to reassess and reconceptualize the work (Abes et al., 2007; Jones & McEwen, 2000; Rye, 2008).

Thus, what can be learned from the partnerships between Student Affairs and Academic Affairs during the height of the American Commitments Project?

Purpose of the Study

The purpose of this constructivist grounded theory study was to investigate how the process of creating effective partnerships between student affairs and academic affairs about diversity initiatives unfolds (Charmaz, 2006). The research questions guiding this study included:

1. What are the critical influences of the process for developing an effective partnership between academic affairs and student affairs? Critical influences may include environmental and/or personal factors that contribute to the development of the partnership between educators from academic affairs and student affairs.
2. What can be learned from educators, faculty and administrators from both student affairs and academic affairs, involved in American Commitments about how to formulate partnerships between academic affairs and student affairs?
3. How do educators involved in these partnerships own perceptions of their multiple identities influence their work about implementing diversity initiatives?

4. How, if at all, has involvement in American Commitments currently shaped the way(s) educators create partnerships between academic affairs and student affairs?

The intended outcome of this study was for an empirically based theory to emerge about how partnerships develop between student affairs and academic affairs.

Methodology

Constructivist grounded theory was the methodology for this study (Charmaz, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1998). “The constructivist approach means learning how, when, and to what extent the studied experience is embedded in larger and often, hidden positions, networks, situations, and relationships” (Charmaz, 2006, p. 130). Thus, 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 make meaning of academic affairs and student affairs partnerships (Charmaz, 2006). Further, because the purpose of grounded theory is to understand how complex processes occur where little literature exists, in this case student affairs and academic affairs partnerships about diversity initiatives, grounded theory was the appropriate methodological choice for this investigation (Brown, Stevens, Troiano, & Schneider, 2002; Charmaz, 2006).

Significance

Although significant progress in diversifying institutions of higher education has occurred over the past two decades, building inclusive campus communities for students from multiple backgrounds continues to be a critical issue facing higher education (Ryu, 2008). Further, higher education is operating at a time with increased

pressures for shared governance, doing more with less financial resources, and diminishing public confidence in what students get out of higher education (Bourassa & Kruger, 2001; Nesheim, et al., 2008; Whitt, et al., 2008). Partnerships between academic affairs and student affairs are consistently offered in implications for research and practice in student affairs literature as a mechanism for creating solutions to complex issues in higher education and to mediate decreased resources (ACPA, 1994; ACPA & NASPA, 1997; Kezar & Lester, 2009). Yet, research about *how* the partnerships form and empirical evidence supporting evidence of success is minimal (Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Nesheim, et al., 2008; Philpott & Strange, 2003; Whitt, et al., 2008).

This study sought to fill this gap by providing a grounded theory concerning student affairs and academic affairs partnerships about diversity initiatives. Findings from this study may inform campuses about how to mobilize student affairs and academic affairs pertaining to salient issues related to diversity and possibly change current practices in light of this research. Often, positions of power, departments, and literature are created to visibly demonstrate commitment to diversity but questions arise about what, if any, resources are devoted to these efforts and whether diversity education efforts have been integrated on a meaningful level throughout all facets of the university. This study has the potential to make a significant contribution because institutions can not only learn ideas that move beyond discourse supporting diversity initiatives but also *how* educators collaborate to negotiate multiple identities for the purpose of building inclusive environments on campus.

Conclusion

The commonly espoused goal of commitment to diversity is only rhetoric without processes to transform rhetoric into action. The American Commitments Project provided a venue for educators in higher education to situate themselves and their own identities in the process for building policies and practices that encourage students to do the same through their undergraduate curriculum (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; Humphreys, 1997). What can educators learn from this process when continuing to address complex issues related to diversity today? Thus, the review of the current literature supplements the conceptual framework of the American Commitments Project and further builds a case for the need for this grounded theory research.

CHAPTER II: REVIEW OF LITERATURE

The purpose of this constructivist grounded theory was to develop a theory about how partnerships between student affairs and academic affairs unfolded in regards to diversity initiatives. The review of the literature served to sensitize me to the research pertaining to student affairs and academic affairs partnerships, while recognizing that the purpose of grounded theory was to generate theory that emerged from the data (Charmaz, 2006). The literature informed the interview questions that guided the study. Thus, this review of the literature is divided into five primary sections: (a) the call for partnerships in higher education, (b) principles of good partnerships between student affairs and academic affairs, (c) barriers to developing partnerships, (d) limited empirical research pertaining to student affairs and academic affairs partnerships, and (e) a theoretical framework about enacting diverse learning environments contextualizing the call for transformation of general education curriculum and co-curricular programming on college campuses through the American Commitments Project (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999).

The theoretical framework guiding this research was the intersection of the conceptual framework from Hurtado et al. (1999) and the enhanced version of the framework from Milem et al. (2005) for improving the climate for diversity in institutions of higher education. The merged framework provided a comprehensive lens for understanding five critical dimensions to consider when enacting diversity initiatives on college campuses. Because the American Commitments Project called on campuses to centralize diversity as a primary learning objective, this framework is appropriate (AAC&U, 1995a). This theoretical framework was also useful because it

focused on a comprehensive process for nurturing continuous commitment to building inclusive environments on college campuses (Hurtado et al., 1999; Milem et al., 2005). Thus, because this study was situated in the *process* of developing effective student affairs and academic affairs partnerships regarding diversity initiatives, this framework appropriately grounded the study. Finally, the literature built a case for the gap in the literature for not only *how* partnerships between student affairs and academic affairs develop, but also why understanding the process was crucial when collaborating to implement diversity initiatives on campus.

The Call for Partnerships in Higher Education

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 collaboration among departments as a means for fostering holistic student development. Writers of the Student Personnel Point of View SPPV (1949) articulated, “If faculty and students and faculty and administration work closely together in achieving common objectives, curricular and co-curricular, the learning of socially desirable processes is thereby enhanced” (p. 4). Within the same document the call for specialization of services in student affairs emerged such as offices dedicated to new student orientation, admissions, and financial services (SPPV, 1949). Because of the call for specialization of student affairs services, an eventual chasm developed between two areas in higher education; faculty focused on teaching students in the classroom and student affairs focused on learning outside of the classroom (AAHE, ACPA, & NASPA, 1998; ACPA, 1994; ACPA, 1997; Schroeder, 1999, 2003).

At the height of the American Commitments Project in the 1990s (AAC&U 1995a; AAC&U, 1995b; AAC&U, 1995c), higher education “was in the throes of a major transformation” (ACPA, 1994, p.1). Demographic shifts of students from underrepresented groups entering colleges, economic turmoil, and public discontent with higher education because of concerns for what students were getting out of college to prepare them for careers occurred during the 1990s (ACPA, 1996, ACPA & NASPA, 1997). Thus, a call for re-centering the work of both academic affairs and student affairs as both contributing to student learning emerged (ACPA, 1994, ACPA & NASPA, 1997).

Leaders of national organizations responded to public discontent with higher education with seminal documents about how to best situate student learning and student development. The leaders differentiated between the two concepts of learning and student development; learning that focused on collaborations across academic disciplines, between colleges and the communities in which they are situated, and between academic and student affairs (AAHE, 1998; ACPA, 1994; ACPA & NASPA, 1997; Boyer, 1998; Wingspread, 1993). Specifically, student affairs offered responses to diminished confidence in higher education through *The Student Learning Imperative* (ACPA, 1994). In this document the transformative concept of holistic development was re-framed as cultivating “seamless learning” for students in higher education (ACPA, 1994; Kuh, 1996).

Seamless learning responded to the problems of a dichotomy between academic affairs and student affairs by imploring collaborations between faculty and student affairs that intentionally connected purposeful learning that happens inside the

classroom with learning and student development that occurs outside the classroom (ACPA, 1994). The authors purported that higher education's aims included: supporting a student's cognitive development and ability to think critically, teaching students to solve practical problems during college and after in their particular vocation, encouraging students to contribute to society through civic involvement, helping students understand human differences, and fostering students' identity development (ACPA, 1994). The opportunities to meet the aforementioned learning objectives are enhanced by students spending more time on task in classroom and research engagement and involvement in clubs and organizations with faculty, staff, and peers (ACPA, 1994).

Subsequently, ACPA and NASPA (1997) collaborated on a document that enumerated *Principles of Good Practice in Student Affairs* with the purpose of moving beyond the rhetoric for focusing on student learning to articulate how to meet the challenges facing higher education. The seven principles included: (a) student affairs focusing on active learning such as student government, (b) articulating values to students and community members, more specifically ethics and justice in both words and practice, (c) setting high expectations for students in regards to learning, (d) assessing student learning, (e) using resources efficiently, (f) partnering with academic affairs, parents, community members, and students, and (g) developing inclusive environments by intentionally valuing diversity and social responsibility (ACPA & NASPA, 1997). Although *The Student Learning Imperative* and *Principles of Good Practice in Student Affairs* centered student learning and promoted

collaboration with academic affairs, both documents stemmed from student affairs domains (ACPA, 1994; ACPA & NASPA, 1997).

However, in 1998 a task force of educators from the American Association for Higher Education, NASPA, and ACPA generated a report from *both* academic affairs and student affairs identifying principles of effective partnerships between student affairs and academic affairs for the ultimate purpose of deepening student learning that prepares students to meet the needs of society. The preamble noted,

People collaborate when the job they face is too big, is too urgent, or requires too much knowledge for one person or one group to do alone. Marshalling what we know about learning and applying it to the education of our students is just such a job (AAHE, ACPA, & NASPA, 1998, p. 1).

The panelists argued that only when responsibility for student learning was shared between student affairs and academic affairs can student learning truly be improved (AAHE, ACPA, & NASPA, 1998). The learning principles included: (a) making and maintaining connections biologically, mentally, and in experiential learning, (b) contextualizing learning in compelling ways to stimulate the brain, (c) engaging students actively searching for meaning and constructing knowledge through experiences, (d) considering learning as holistic, (e) building relationships with community members through cooperation and sharing, (f) recognizing that learning is shaped by the campus climate, (g) providing frequent feedback to students about their learning, (h) acknowledging that learning occurs in formal and informal settings, (i) grounding learning in individual lived experiences, and (j) facilitating students in monitoring their own learning (AAHE, ACPA, & NASPA, 1998). Thus, the educators

contributing to this joint study examined exemplary examples of learning partnerships between student affairs and academic affairs at a diverse array of institutions across the country (AAHE, ACPA, & NASPA, 1998).

The academic affairs and student affairs partnerships touted in this report were situated in the following: thematic living learning programs crossing disciplines from engineering to the humanities, peer assisted study programs, service-learning programs, First-Year experience programs, development of student portfolios, wellness programs that straddled multiple disciplines through partnerships with health centers, and academic programs such as women's studies (AAHE, ACPA, & NASPA, 1998). However, the report predominantly offered examples of academic affairs and student affairs partnerships within the context of particular programs but not how partnerships developed, particularly successful partnerships (AAHE, ACPA, & NASPA, 1998).

Additionally, the Council for the Advancement of Standards in Higher Education (CAS) has also provided principles for good practice in student affairs education for over thirty years (Council for the Advancement of Standards in Higher Education, 2010). As a body of professional associations in the field of student affairs, members of CAS constructed standards of practice in different functional areas in student affairs such as but not limited to student conduct, orientation, and graduate programs in student affairs. The standards serve as means for scholars and practitioners in student affairs to conduct self-assessments about how the work of student affairs contributes to both student learning and student development (Council for the Advancement of Standards in Higher Education, 2010).

The American Commitments Project was unique because it was geared towards altering curriculum, programmatic, philosophical, and systemic change around diversity initiatives; one suggestion included student affairs and academic affairs partnerships to help facilitate the change processes (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The landscape for higher education continued to diversify (Ryu, 2008). However, developing inclusive environments for students remained a difficult problem in higher education (Gurin, Dey, Hurtado, & Gurin, 2002); Hurtado, et al., 1999). Thus, providing the historical context for the call for partnerships during the time of American Commitments laid the foundation for why AAC&U developed partnerships about diversity initiatives (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). Subsequently, literature in addition to the national reports further illuminated effective principles of good partnerships between student affairs and academic affairs.

Characteristics of Good Partnerships between Student Affairs and Academic Affairs

Higher education scholars frequently published 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; Whitt et al., 2008). The following section highlights eight characteristics of effective partnerships between student affairs and academic affairs, synthesizing themes from both anecdotal and empirical

research. Common characteristics below crossed various institutional types (Bourassa & Kruger, 2001; Kezar, 2001, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Kuh, 1996; Nesheim et al., 2008; Philpott & Strange, 2003; Schroeder, 1999, 2003; Whitt et al., 2008), but context mattered and institutional type was accounted for when creating a partnership and was critical to the design of a particular program (Whitt, et al., 2008). These eight characteristics included:

1. Recognizing and Attending to Institutional Culture
2. Valuing Senior Administrator Champions
3. Sharing Financial Resources
4. Building Relationships and Social Networks
5. Creating Learning-Centered Initiatives for both In-and-Out of the Classroom
6. Partnerships Advancing A Common Mission or Philosophy
7. Rewarding Educators for Creating Effective Partnerships
8. Committing to Evaluating and Assessing the Partnership

Because much of the literature was theoretical, opinion, experiential, or anecdotal in regards to the principles for effective student affairs and academic affairs partnerships (Bourassa & Kruger, 2001; Kezar, 2001; Kuh, 1996; Schroeder, 1999, 2003; Smith, 2005), more empirical research is needed to not only understand the principles of effective partnerships but also the ways that the partnerships are developed. The first of the eight characteristics pertained to recognizing and attending to institutional culture when forging a student affairs and academic affairs partnership.

Recognizing and Attending to Institutional Culture

As noted, the characteristics and principles for creating good partnerships between student affairs and academic affairs stretched across different institutional types (Bourassa & Kruger, 2001; Kezar, 2001, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Kuh, 1996; Nesheim et al., 2008; Philpott & Strange, 2003; Schroeder, 1999, 2003; Whitt et al., 2008). Yet, one of the primary elements of creating an effective partnership included attending to the institutional culture, subcultures, and organizational structures of a respective institution (Nesheim, et al., 2008; Whitt, et al., 2008).

A recent constructivist case study of 18 institutions, selected from a pool of proposals submitted based on their interest in The Boyer Center Partnership initiatives study, not only investigated the assessment of outcomes of student affairs and academic affairs partnership models, but also the principles of good practice for creating and sustaining effective partnerships (Nesheim, et al., 2008; Whitt, et al., 2008). The researchers selected institutions based on 47 proposals submitted to the Boyer Center. When reviewing the proposals to select 12 campuses in the first round, the researchers looked for: different campuses based on a variety of institutional types, campuses who had a track record of at least three years in implementing a partnership program that included members from both academic affairs and student affairs in various areas like living-learning programs or service-learning, assessment data evaluating the work of the particular partnership, and institutional leadership supporting the partnership (Nesheim et al., 2008; Whitt et al., 2008).

Although the sample was purposefully selected and findings cannot be generalized to all student affairs and academic affairs partnerships, the long term engagement and differences in institutional types sampled were strengths of the research (Nesheim, et al., 2008; Whitt, et al., 2008). Further, the partnerships in the study varied because they related to programs such as: First Year Experience, service-learning initiatives, living learning communities, leadership, and cultural programs (Nesheim et al., 2008; Whitt et al., 2008). Researchers collected data from April 2002 through March 2004 employing a variety of means such as individual and group interviews, site visits to campuses, observing programs, document analysis, and debriefing with participants of the site (Nesheim et al., 2008; Whitt et al., 2008). The findings regarding effective principles of partnerships from this study are integrated below, but one finding supported the first characteristic delineated as the need for recognizing and attending to institutional culture when forging a partnership between student affairs and academic affairs (Whitt, et al., 2008).

Whitt et al. (2008) noted that educators in successful partnerships exemplified an understanding of the organizational structures, subcultures, and unique characteristics of the stakeholders such as administrators and students when forging a partnership. An institutional culture that valued partnerships more likely garnered buy in from faculty, staff, and students (Whitt, et al., 2008). Further, some authors purported that creating an organizational structure where the Vice President for Student Affairs (VPSA) reported to the provost was advantageous for intentionally blurring the lines between student affairs and academic affairs and creating an institutional culture for partnership (Kezar & Lester, 2009; Whitt et al., 2008).

However, researchers cautioned that it did not make sense for all VPSA to report to the provost given the historical lens and institutional culture, meaning that facilitating an academic affairs and student affairs partnership did not depend on one clear cut reporting structure (Kezar & Lester, 2009; Whitt, et al., 2008). Leadership structures that aligned with an institutional culture that valued partnerships helped educators create effective student affairs and academic affairs partnerships, along with senior administrators who supported the efforts (ACPA & NASPA, 2004; Kezar, 2003; Kezar & Kinzie, 2006; Whitt, et al., 2008).

Valuing Senior Administrator Champions

Dedicated professionals offered creative ideas they wanted to implement on campus and their desire to collaborate facilitated partnerships (Kezar & Lester, 2009; Kuh, 1996; Whitt et al., 2008). These partnerships burgeoned from committed faculty and staff at all levels of leadership (Kezar & Lester, 2009; Kuh, 1996; Whitt et al., 2008). However, one of the greatest assets for facilitating changes through a student affairs and academic affairs collaboration stemmed from support of the initiatives from senior administrators (Kezar, 2003, 2006; Kezar & Lester, 2009; Schroeder, 2003). Kezar and Lester (2009) used expert nominations from national higher education associations to select four campuses to participate in an intrinsic (i.e., the case may hold unique interest in understanding collaborations on campus, Creswell, 2007) case study about organization for collaboration using a corporate model for organizational collaboration from Mohrman, Cohen, and Mohrman (MCM) (1995) related to team based organizations as the reference point for the study. The researchers investigated understanding organizational features (e.g., rewards, culture,

people) that facilitated collaborations in higher education. The institutions nominated for the study received a survey for sampling purposes for researchers to select four campuses to participate in the study. Criteria such as number of collaborative initiatives on campus and reputation from peer institutions about the work of collaboration at the nominated campus were employed (Kezar & Lester, 2009).

After Kezar and Lester (2009) selected campuses for the study, the researchers incorporated multiple methods such as campus visits, interviews, document analysis of items such as accreditation reports, and observations of meetings as means of data collection. Subsequently, using thematic case study data analysis techniques (e.g., coding data from interview transcripts as an inductive coding process and using deductive codes from the MCM model to compare data) the researchers analyzed the data. Themes from this empirical research are presented among the synthesized themes below related to principles of good partnerships/collaborations and barriers to partnerships. The researchers noted limitations of this study such as the sample best-fit collaborations at comprehensive institutions and the researchers were not present during the initiated change processes; findings should be reviewed considering that institutional differences might unveil themes that are different from the model for collaboration presented in the study. One of the findings included the value of senior administrators championing academic organizational collaborations on campus (Kezar & Lester, 2009).

Senior administrators demonstrated commitment to student affairs and academic affairs partnerships by writing about the collaborative initiatives in strategic plans and other campus-wide documents in a study by Kezar (2006). Further,

modeling, not only stating the partnership was important but actively engaging in the process, from presidents, provosts, deans and department chairs signaled to faculty and staff that the leaders prioritized partnerships (Kezar, 2006; Kezar & Lester, 2009). Another critical principle of effective partnerships in the literature was shared financial resources (Kezar, 2006; Kezar & Lester, 2009; Whitt, et al., 2008)

Sharing Financial Resources

Researchers maintained that partnerships between student affairs and academic affairs thrived in both fiscally rich and fiscally depleted organizations (Kezar & Lester, 2009; Whitt et al., 2008). Capitalizing on different forms of capital whether human, environmental, or existing financial resources were critical for successful partnerships (Kezar, 2006; Whitt et al., 2008). For example, Whitt et al. (2008) shared how educators at the University of Missouri faced an economic downturn on campus possibly carrying implications for the facilitation of the Freshman Interest Groups (FIGS) on campus. However, because the campus incorporated a partnership with dining services, personnel there provided dining cards for students in the program to help offset the budget cuts to the program. The opportunity to use resources from different departments on campus happened because of the partnership (Whitt et al., 2008). Further, the opportunity to share resources was related to the principle of building social networks on campus (Kezar & Lester, 2009).

Building Relationships and Social Networks

In the case study from Whitt et al. (2008), participants recounted the importance of developing strong working relationships between faculty and student

affairs educators when partnering on particular programs. One participant detailed the value of keeping student learning at the forefront of the working relationship and modeling the common good for students on campus (Whitt et al., 2008). Building strong relationships demonstrated to making or breaking the formation of a successful partnership (Kezar & Lester, 2009; Schroeder, 2003). A network was defined as a group of people who shared ties on campus and developed interdependency by sharing knowledge, information, and or resources that pertained to a shared value or objective (Kezar, 2006; Kezar & Lester, 2009). Kuh (1996) suggested that cross-functional dialogues established an environment where challenging communication became a norm; the group challenged individual assumptions and worked together to articulate common goals.

A coalition or group of individuals committed to the common goal fueled the efforts and encouraged other faculty and staff to join (Kezar, 2006). Kezar (2006) offered six approaches to developing a coalition: (a) hosting events such as symposiums, orientation sessions, or other means for introducing campus leaders to the initiative, (b) identifying a convener or individual who brings the coalition together and keeps a timeline, (c) using incentives such as seed money to move some of the goals of the partnership forward, (d) serving on campus committees might organically help faculty and staff develop coalitions, (e) using physical space like dining halls or campus unions to make the coalition more visible on campus, (f) and creating transparent efforts where campus constituents are invited to join if interested. Kezar (2006) shared that tapping into preexisting informal networks on campus when developing a partnership or collaboration was powerful because individuals were

already mobilized around a mutual interest. Further, creating a partnership for learning centered the values of the process (Kezar & Lester, 2009; Kuh, 1996; Nesheim et al., 2008; Whitt et al., 2008; Schroeder, 2003).

Creating Learning-Centered Initiatives for both In-and-Out of the Classroom

Adopting a learning-centered model for a student affairs and academic affairs partnership included fostering learning inside the classroom, in informal settings, in co-curricular engagement, and in the actual pedagogical tools employed to engender learning for students (Kuh, 1996; Nesheim et al., 2008; Whitt et al., 2008). An effective partnership between student affairs and academic affairs generated a common discussion about how learning was important on a particular campus (Kuh, 1996). In the case study from Whitt et al. (2008) Brevard Community College was used as an example for the institution's Center for Service Learning. The educators in the center promoted service-learning experiences that were both credit and non-credit based with the intention of engaging students as lifelong learners committed to developing as productive and responsible citizens. Educators worked with students to try to draw direct correlations between service experiences and careers of interest to students (Whitt et al., 2008). Not only did the literature tout the principle of creating partnerships for the sake of centering learning (Kuh, 1996; Nesheim et al., 2008; Whitt et al., 2008), but also centering partnerships between student affairs and academic affairs by sharing a common mission (Kezar & Kinzie, 2006; Kezar & Lester, 2009; Kuh, 1996).

Partnerships Advancing A Common Mission or Philosophy

Drawing a clear connection between an institution's mission/philosophy and enacted practices was noted as positively influencing students' learning (Kezar & Kinzie, 2006; Kezar & Lester, 2009; Kuh, 1996). Researchers asserted that mission and philosophy were critical for forming partnerships between academic affairs and student affairs because stakeholders were able to reflect on values and create a shared direction or process for carrying out the work (Kezar & Lester, 2009; Kuh, 1996; Schroeder, 2003). To this end, through collaboration individuals found a deeper meaning and purpose for one's work (Kezar & Lester, 2009; Schroeder, 2003).

Kezar and Kinzie (2006) examined 20 campuses that demonstrated higher than predicted scores for graduation rates and educational engagement on factors from the National Survey of Student Engagement (NSSE) Institute for Educational Practice; researchers evaluated results that exceeded the inputs or characteristics students brought with them to college. The 20 institutions subsequently encompassed the Documenting Effective Educational Practices (DEEP) project; a two-year case study conducted by a 24-member team who evaluated the practices related to student engagement, one such practice was the translation of mission to policy and practice application on each campus. The results indicated that the unique aspects of the mission played a greater role than the actual institutional type such as research, commuter or liberal arts in how educators interpreted and connected the mission with educational policies. Additionally, the institutional history and legacies played a critical role in how particular programs and initiatives were enacted (Kezar & Kinzie, 2006).

For instance, commitment to learning was exhibited by engaging undergraduate students in research projects at a research-based institution, whereas a single-serving institution carrying a history of working with students who were disempowered such as Black people and women focused attention on educational practices that emphasized service and empowerment (Kezar & Kinzie, 2006). The findings of this case study implied that educators need to pay particular attention to how the institutional mission may inhibit or promote establishing particular programs or policies on campus, especially when considering the historical legacy of a campus in regards to diversity and the ways the possible partnerships between academic affairs and student affairs were created (Kezar & Kinzie, 2006).

Further, Whitt et al. (2008) provided an example of DePaul University's mission that focused on service to the community through its Catholic, Venetian, and urban tradition as central to the development of a course called The Chicago Quarter (CQ). The purpose of the required course for all first-year students was to connect students with the Chicago community, more specifically through the principles of social justice and service. Students participated in service-learning in the community with faculty members where the engagement with the community aligned with the course content; students learned about a particular social issue and engaged with community partners in the Chicago area committed to education and social change related to that issue (Whitt et al., 2008). Although this study provided an example of the application of mission to practice, information about *how* the partnership formed or *how* learning about the social issue among students, faculty, and community

partners was shared were both missing from the findings in this study (Whitt et al., 2008).

Rewarding Educators for Creating Effective Partnerships

A principle for encouraging student affairs and academic affairs educators to engage in partnerships was to create rewards for their efforts (Kezar, 2006; Kezar & Lester, 2009). In Kezar's (2006) case study of four highly collaborative comprehensive universities, offering rewards for faculty and staff involved in collaboration served as a successful tool for enhancing collaboration. For instance, altering systems for promotion and tenure of faculty if faculty were involved in "good" collaborations on campus served to propel campus efforts. Extrinsic rewards such as small grants offered to coalitions and also intrinsic rewards such as interacting with talented individuals involved in the partnership engaged faculty and staff in the efforts (Kezar, 2006).

Committing to Evaluating and Assessing the Partnership

Multiple forms of evaluating partnership programs may be employed such as recording retention rates of students, noting participation rates, and creating learning outcomes along with a system for recording the collected data (Whitt et al., 2008). To this end, making alterations to programs based on the data and striving towards continual improvement are forms of maintaining investment in a partnership (Whitt et al., 2008). Kezar (2006) argued that successful collaborations can be sustained when organizational structures or cross-institutional support for efforts such as assessment were provided; assessment efforts measured the benefits of the partnerships for campus stakeholders.

The aforementioned principles were prevalent in successful partnerships between student affairs and academic affairs, yet the specified combination of particular principles necessary for creating successful partnerships was contextually bound (Whitt et al., 2008). Questions remained about *how* partnerships were formed by applying (or not) previously mentioned principles for good partnerships. Further, the notion of developing partnerships sounded positive, but the barriers promulgating the systems of higher education must be noted in order to understand the situations student affairs and academic affairs faced when deciding to partner.

Barriers to Student Affairs and Academic Affairs Partnerships

Although the benefits of and calls for partnerships in higher education between student affairs and academic affairs were widely stated in the literature (AAHE, ACPA, & NASPA, 1998; ACPA, 1994; ACPA & NASPA, 1997; Kezar, 2003, 2006; Kezar & Lester, 2009; Kuh, 1996), scholars also delineated multiple factors potentially impeding both forming and sustaining partnerships (Blake, 1996; Kezar & Lester, 2009; Kuh, 1996; Magolda, 2005; Smith, 2005). Historically, separation of formal curriculum (in class learning) was associated with academic affairs and informal curriculum (out of class learning) was associated with student affairs (Bourassa & Kruger, 2001; SPPV, 1949). Furthermore the call for establishing partnerships between student affairs and academic affairs predominantly emanated from the student affairs literature rather than academic affairs literature (Smith, 2005). Thus, examining five predominant barriers to forming student affairs and academic affairs partnerships, oft cited in the literature, provided information that may be applicable to understanding barriers for forming partnerships between student

affairs and academic affairs about diversity initiatives (Blake, 1996; Bourassa & Kruger, 2001; Kezar, 2001; Kezar & Lester, 2009; Kuh, 1996; Magolda, 2005; Philpott & Strange, 2003; Schroeder, 1999, 2003; Smith, 2005; Zeller, 1999). These barriers included:

1. Differing Cultures
2. Student Affairs Being Viewed as Inferior to Academic Affairs
3. Differing Areas of Expertise
4. Differing Reward Structures
5. Organizational Structures Impeding Partnership Development

The first barrier addressed the differences in perceived cultures between academic affairs and student affairs.

Differing Cultures

Student affairs and academic affairs are often associated with differing cultures (Blake, 1996; Kuh, 1996; Magolda, 2005; Schroeder, 2003; Smith, 2005). Fostering intellectual and cognitive domains of development in students was associated with academic affairs educators and student affairs educators were associated with developing psychosocial or affective domains in students (Kezar & Lester, 2009; Schroeder, 1999; Zeller, 1999). Academic affairs educators were perceived in the literature as valuing independence in their work; valuing teamwork was connected with student affairs educators in the literature (Smith, 2005). Perpetuating the separation related to the premise that academic affairs and student affairs were awarded differently, more often academic affairs was rewarded for

working in isolation and student affairs was rewarded for working collaboratively (Kezar & Lester, 2009).

The cultures of academic and student affairs bureaucracies sometimes propagated a “we-they” perspectives, meaning that sometimes academic affairs educators were perceived as having more power than student affairs educators (Kuh, 1996). Further, an existing notion that academic affairs educators know what is best for students when it came to decision-making whereas student affairs educators often operated from a lens of involving students in the decision-making process widened the cultural gap (Bourassa & Kruger, 2001). Philpot and Strange (2003) noted in their case study of a partnership in a residential college that academic affairs educators were characterized as “thinkers” and student affairs educators were classified as “doers.” Both academic affairs and student affairs educators made contributions to partnerships, but different strengths were noted (Philpot & Strange, 2003). Thus, rather than negotiating this complex cultural difference, in the case of the residential college, bridging this barrier between academic affairs and student affairs was more challenging than adhering to the cultural norms (Philpot & Strange, 2003). The differing cultures also related to a perception of student affairs as inferior to academic affairs (Kuh, 1996; Schroeder, 1999; Smith, 2005).

Student Affairs Being Viewed as Inferior to Academic Affairs

A historical narrative of student affairs as supplemental, ancillary, or merely complementary to academic affairs sometimes positioned student affairs as operating from a lesser than academic affairs orientation on campus (Kuh, 1996; Schroeder, 1999; Smith, 2005). Faculty members perceived their work from an expert power lens

that conflicted with a commitment to an entrepreneurial or shared power perspective in student affairs (Kezar, 2001). When the culture within higher education did not reflect a value toward partnership but valued individuality and hierarchical power, developing an effective partnership was challenged (Kuh, 1996). Schroeder (2003) also noted that some student affairs practitioners viewed themselves or were viewed by others as administrators rather than educators. When both student affairs educators and academic affairs educators do not perceive that they share a commitment to student learning and development, the perception of student affairs as inferior may be maintained (Schroeder, 2003). However, inroads towards dismantling the narrative of student affairs as second rate to academic affairs developed since writers of the Student Learning Imperative (1994) created language for recognizing the ways student affairs and academic affairs both contributed to student learning in higher education (Kuh, 1996).

Differing Areas of Expertise

Faculty and staff in both academic affairs and student affairs may get distracted by job responsibilities to the detriment of promoting student learning in their particular area of expertise; however, this myopic view may inhibit educators from learning more broadly about how to enhance student learning (Kezar & Lester, 2009; AAHE, ACPA, & NASPA, 1998). Over the years, student affairs and academic affairs both operated from a lens of functional silos or advancing agendas based on specialization and expertise (Kezar & Lester, 2009; Schroeder, 1999, 2003). Each particular academic unit or discipline created its own values and goals, leading to further specialization across campuses (Kezar & Lester, 2009).

In addition, student affairs focused on professionalizing the field by developing standards of practice leading to decision-making in decentralized units across campus (Council for the Advancement of Standards in Higher Education, 2010; Kezar & Lester, 2009). Thus, barriers to collaboration formed in both academic affairs and student affairs because each entity tried to specialize in its own area (Kezar & Lester, 2009; Schroeder, 2003). At the height of the call for academic and student affairs partnerships Zeller (1999) recommended that a “learning specialist” or someone who was able to champion application of learning theory both within and across disciplines develop pedagogical strategies to offer suggestions to both academic and student affairs educators. This person should be facile in learning theory so as to act as a bridge-builder between both cultures. Thus, Zeller (1999) suggested that someone who could speak the language of the perceived differing areas of expertise between academic affairs and student affairs might facilitate stronger partnerships. Additionally, another barrier to forming student affairs and academic affairs partnerships related to differing reward structures (Kezar & Lester, 2009; Schroeder, 1999, 2003).

Differing Reward Structures

The notion of specialization in academic affairs and student affairs also related to different reward structures (Kezar & Lester, 2009; Schroeder, 1999, 2003). Faculty members were rewarded through the tenure process for advancing individual research and innovative thinking (Schroeder, 1999, 2003). The tenure and promotion process was rooted in individual efforts (Kezar & Lester, 2009; Schroeder, 1999, 2003). Further, research grants were awarded to one individual and not necessarily a

research team, even if the faculty member who received the grant inevitably garnered support from research assistants; faculty members sometimes grappled with these conflicting values (Kezar & Lester, 2009).

From a different perspective, student affairs educators were often rewarded for collaborative efforts, teamwork, and implementing programs (Schroeder, 1999, 2003). Thus, the process for faculty members rewarded for individual scholarly publications looked different than student affairs educators rewarded for their respective functional unit's contributions to educational objectives on a particular campus (Kezar & Lester, 2009; Smith, 2005). Therefore, the conflicting values in reward systems along with campus organizational structures sometimes impeded partnership development (Kezar & Lester, 2009; Schroeder, 1999, 2003).

Organizational Structures Impeding Partnership Development

Higher education was often situated in bureaucratic structures (Kezar & Lester, 2009). Organizations that operated in silos were 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). Oftentimes higher education was considered organizational anarchy (Birnbaum, 1991), meaning that although bureaucratic reporting lines existed among silos, the overall change processes of an institution were fluid and unpredictable (Kezar, 2001). Therefore, both the silo effect of organizational structures or changing structures potentially created barriers to partnership development (Kezar, 2001, 2006; Kezar & Lester, 2009; Schroeder, 2003). Schroeder (2003) described this barrier as a “tyranny of custom” meaning that organizations tended to hold steadfast to the “status quo”

and altering an “if-it-ain’t-broke-don’t-fix-it mentality” and made it difficult for individuals embarking on developing a partnership between academic affairs and student affairs (p. 625). Examining the aforementioned barriers to developing partnerships between student affairs and academic affairs was essential for considering possible barriers that might serve to confirm or disconfirm the literature when examining *how* student affairs and academic affairs overcome barriers when forming partnerships within the context of diversity initiatives.

Empirical Research and Models for Student Affairs and Academic Affairs Partnerships

After reviewing the barriers to student affairs and academic affairs partnerships and the principles of effective partnerships as delineated by both anecdotal literature and empirical research, it was imperative to consider how particular change models were applied (or not) to student affairs and academic affairs partnership models presented in the literature. The scarce amount of empirical research about student affairs and academic affairs partnerships that emphasized the principles of, benefits of, and barriers to partnerships rather than the process, reinforced the need to ground a theory in the phenomenon of how partnerships between academic affairs and student affairs formed (Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Nesheim et al., 2008; Philpott & Strange, 2003; Whitt et al., 2008). Further, all of the empirical studies reviewed pertaining specifically to student affairs and academic affairs partnerships used case study methodology or survey methodology (Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Nesheim et al., 2008; Philpott & Strange, 2003; Whitt et al.,

2008); few studies about student affairs and academic affairs employed grounded theory to understand the process from which effective partnerships formed.

Therefore, the few empirical studies in higher education served as reference points that sensitized this research about partnerships between student affairs and academic affairs concerning diversity initiatives. More specifically, studies that applied organizational change models to the formation of student affairs and academic affairs partnerships served as a place to critique gaps in existing models, particularly when considering the context of partnerships about diversity initiatives in this study.

Therefore, a study that applies organizational models to student affairs and academic affairs partnerships was examined.

Creating Partnerships Based on Shared Values, Planning, or Structural Changes

Kezar (2003) investigated how three models for establishing partnerships between student affairs and academic affairs applied to four campuses: (a) Kezar (2003) cited Kuh's (1996) change model emphasizing rallying around shared beliefs and values in order to facilitate change, although this model does not emanate from organizational change literature but more from a higher education focus; (b) planned change, drawing on the work from corporate settings; and (c) restructuring, both drawing heavily from the work of Brill and Worth (1997), Carnell (1995), and Huber and Glick (1993). The planned change model emphasized the ways leaders facilitated changes in processes such as assessment, budgeting, and planning. The restructuring model focused on creating structural change such as altering reporting lines in order to make collaborating possible. The purpose of Kezar's (2003) study was to understand how the models were used and if there were differences in use among

campuses based on institutional type, size, funding, culture, and the like when establishing partnerships on campus to implement change.

Kezar (2003) collected data using a national survey administered to Senior Student Affairs Officers (SSAO) at institutions in the midst of creating student affairs and academic affairs partnerships in 2000; items on the survey emphasized questions regarding the process educators used to facilitate a change process on campus. The sample included 128 participants; a response rate of 49% yielding 25% of the representation from community colleges or vocational schools, 30% of the institutions as private schools, and 45% of the sample representing comprehensive colleges and universities (Kezar, 2003).

Findings from the study included: Kuh's (1996) model was perceived as the best model for implementing change, but planned change was used most frequently among participants in the study, Kuh's (1996) model and planned change were noted as the most successful models employed on the campuses in the study in regards to their change initiatives, and private colleges and community colleges heralded the need for senior leadership support of the change process more than the other institutional types in the study (Kezar, 2003). Moreover, findings from the study suggested that Kuh's (1996) change model combined with the planned change model was an ideal approach for implementing change through collaboration (Kezar, 2003).

However, findings from this study must be examined with caution because institutions identified the models they perceived as most successful, but may not have tried all of the models presented in the study (Kezar, 2003). Further limitations included: only student affairs staff participated in the study, thus understanding

partnerships from key partners (academic affairs officers) were not considered, some of the relationships described although not statistically significant were listed because insights for future studies may emerge, and although the response rate is 49%, 51% of the participants did not respond (Kezar, 2003). Thus, this study placed models towards developing partnerships *a priori*, whereas investigating *how* the partnership actually formed was not examined. Further, Kuh's (1996) model is a theoretical model and the findings from the Kezar (2003) study suggested that institutions aspire to apply Kuh's (1996) principles, but actually use planned change more frequently. The principles Kuh (1996) offered for creating seamless learning environments included:

1. Generate enthusiasm for institutional renewal
2. Create a common vision for learning
3. Develop a common language
4. Foster collaboration and cross-functional dialogue
5. Examine the influence of student cultures on student learning
6. Focus on systemic change (pp. 135-148).

The call for academic affairs and student affairs partnerships as a mechanism for creating seamless learning environments escalated during the late 1990s (ACPA, 1994; ACPA & NASPA, 1997; AAHE et al., 1998), but the empirical evidence of the effectiveness of these partnerships is ripe for further research (Nesheim et al., 2008).

Research examining the effectiveness of student affairs and academic affairs was nascent in the literature (Nesheim et al., 2008; Whitt, et al., 2008). The prevalence of literature citing the possibilities for student affairs and academic affairs

was in abundance (ACPA, 1994; ACPA & NASPA, 1997; AAHE et al., 1998). Moreover, “both qualitative studies—capturing the nuances of “how” and “why” through participants’ own words—and quantitative studies—seeking to measure and standardize learning outcomes are needed” (Nesheim, et a., 2008, p. 450). This study seeks to address the “how” student affairs and academic affairs partnerships are formed. To this end, the study also seeks to unearth “effects of institutional contexts and program types on the specific outcomes achieved” through investigation of the formation of partnerships situated in the American Commitments Project (Nesheim et a., 2008, p. 450). Further, because this study was uniquely positioned in student affairs and academic affairs partnerships about diversity initiatives, additional information about cultivating diverse learning environments for students on college campuses must be examined.

**A Theoretical Framework for Enacting Diverse Learning Environments:
Connections with the Premise of the American Commitments Project**

Hurtado et al. (1999) formulated a theoretical framework for enacting diverse learning communities. The framework included four components: (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 changes 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 a campus both explicitly and implicitly affect the campus community in relation to diversity. Merging the original framework from Hurtado et al. (1999) with the framework from Milem et al. (2005) provided a theoretical framework for the review of the literature in regards to the importance of diversity in higher education and the need for academic affairs and student affairs partnerships about diversity initiatives.

To this end, a successful partnership between academic affairs and student affairs about diversity initiatives may incorporate all of the elements of the merged theoretical framework. This study sought to address *how* the process developed. Hurtado et al. (1999) emphasized that most campuses tended to focus on the compositional element of diversity or increasing the numerical representation of students from different racial and ethnic backgrounds. Investigating all of the elements of the theoretical framework reinforces the need for campuses to consider processes that look at building inclusive environments considering all of the elements of the framework simultaneously; the American Commitments Project is a project grounded in this type of comprehensive approach (Hurtado et al., 1999; Milem et al., 2005).

When campuses consider all the aforementioned elements in concert, the opportunity to create more inclusive environments for faculty, staff, and students from diverse backgrounds was possible (Hurtado et al., 1999; Milem et al., 2005). As Hurtado et al. (1999) noted, “the institutional climate for diversity is conceptualized

as a product of these various elements and their dynamics” (p. 6). This section of the literature review used this theoretical framework for three primary purposes: (a) to understand the historical perspective of diversity issues in higher education at the time of the American Commitments Project, (b) to consider empirical research that supports the elements of this theoretical framework for enacting diverse learning environments related to the goals of the American Commitments Project, and (c) to provide the landscape for the need for additional research on the process of forming student affairs and academic affairs partnerships about diversity initiatives that this study sought to address.

Moreover, the purpose of the merged Hurtado et al. (1999) and Milem et al. (2005) framework in relation to this study was to consider different conceptual dimensions of diversity work campuses might (or might not) employ during the time of the American Commitments Project to develop a more inclusive campus environment for diverse faculty, staff, and students. Thus, the theoretical framework provided conceptual dimensions of diversity work in higher education that sensitized me to understanding how campuses considered one or more elements in their work regarding academic affairs and student affairs partnerships about diversity initiatives during the time of the American Commitments Project. The merged Hurtado et al. (1999) and Milem et al. (2005) framework also provided a lens to consider ways campuses in this study deviated from the framework and why.

The Diversity Rationale in Higher Education: The Historical Context of Affirmative Action and The American Commitments Project

The theoretical framework from Hurtado et al. (1999) and Milem et al. (2005) called campuses to look at the historical legacies of inclusion and exclusion that influence the climate of the campus when intentionally striving toward building a more inclusive environment for students, faculty, and staff from diverse backgrounds. One of the challenges for campus educators was to acknowledge how the persistence of historical legacies of exclusion influenced the present climate for students (Milem et al., 2005). Particularly apropos to the historical legacy of exclusion and inclusion on campuses for students from diverse backgrounds was the highly politicized debate around affirmative action policies and practices; campuses are charged to articulate why diversity is an important educational benefit in higher education and therefore a valid consideration in admissions policies (Gurin, 1999; Hurtado et al., 1999; Moses & Chang, 2006). Not only is the debate still relevant today, but also the debate peaked at the height of the American Commitments Project (Gurin, 1999). Thus, the historical context of the affirmative action debate situated the work of the campuses involved with the American Commitments Project (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; Gurin, 1999).

Several court cases that rose to the level of the Supreme Court contextualized the divergent opinions about colleges and universities using race-conscious admissions practices such as the 1978 case of the Regents of the University of California vs. Bakke, Gratz vs. Bollinger in 2001, and Grutter vs. Bollinger in 2003 (Chang, 2002; Chang, Astin, & Kim, 2004; Chang, Denson, Saenz, & Misa, 2006a;

Denson & Chang, 2009; Gurin, 1999; Kaplin & Lee, 1997). The landmark case of the Regents of the University of California vs. Bakke in 1978 set the stage for arguments presented for and against the merits of race-conscious admissions practices (Chang, 2002; Chang et al., 2004; Kaplin & Lee, 1997).

Bakke, a White student who was denied admissions twice to medical school at the University of California at Davis called to question why he was denied whereas students of color were admitted through a special admissions committee (Kaplin & Lee, 1997). The Supreme Court ruled 5-4 to overturn the lower board's decision that the admissions process was unacceptable, but the court also ruled 5-4 that race may be considered as a compelling interest in admissions policies or an added element to the individual's file as long as quota systems are not employed as part of the process (Chang, 2002; Chang et al., 2004; Kaplin & Lee, 1997). Contributing to the argument in support of affirmative action in admissions, Supreme Court Justice Powell stated diversity was a compelling interest for college campuses and universities because enrolling diverse student body added to the diverse viewpoints a student may encounter and make meaning of in the educational environment. Therefore, until the late 1990s affirmative action policies that considered past discriminatory practices on the campus and that considered race as a plus factor were supported, but programs that kept particular openings for students of specific minority or ethnic groups were opposed (Chang, 2002; Chang et al., 2004; Kaplin & Lee, 1997). However, the debate returned to the Supreme Court through cases at the University of Michigan; the build up to the cases in Michigan came to the forefront during the American Commitments Project (Gurin, 1999; Kaplin & Lee, 1997).

Two cases against the University of Michigan were filed in 1997 for their use of race conscious admissions practices and also emerged at the time of the American Commitments Project (Chang, 2002; Chang, Denson, Saenz, & Misa, 2006b; Denson & Chang, 2009; Gurin, 1999). The case of Gratz vs. Bollinger in 2001 related to undergraduate admissions policies at the University of Michigan where race was used as a part of the formulaic admissions decision and Grutter vs. Bollinger in 2003 in relation to admissions practices at the law school at the University of Michigan (Chang et al., 2006; Denson & Chang, 2009). In the Grutter vs. Bollinger 2003 case, the Supreme Court ruled in favor of the law school considering race in the admissions practice but ruled against the formulaic approach to factoring in race in undergraduate admissions through Gratz vs. Bollinger in 2001 (Chang et al., 2006; Denson & Chang, 2009). When diversity initiatives were connected with the educational mission and purpose of an institution, the Supreme Court ruled favorably in regards to colleges and universities narrowly using race in admissions decisions (Milem et al., 2005). To this end, the court cases surrounding affirmative action drew attention to the perpetual questions about what educational value was added to a campus environment by admitting and matriculating a diverse student body and what empirical evidence supported the benefits of a diverse student body (Chang et al., 2004; Chang et al., 2006a; Gurin, 1999; Mayhew, Grunwald, & Dey, 2006). In fact, in her arguments supporting race-conscious admissions practices, using empirical research to support how educational value was added by admitting a diverse student body, Gurin (1999) referred to the premise from the American Commitments Project (AAC&U, 1995c) as a basis for her argument for the need for diversity in higher

education as a mechanism for preparing students to live in a diverse democracy. Thus, the intersection between the American Commitments Project and the affirmative action debate were inextricably linked to providing context for the ways the arguments in support of race-conscious admissions policies were constructed (Gurin, 1999).

Further, Moses and Chang (2006) argued that the diversity rationale for higher education emanated from philosophical underpinnings from the ancient Greeks to theorists today. The purpose of this argument was to refute ideas that the diversity rationale was not intellectually undergirded and should not be used to regulate public policies such as affirmative action. First, Moses and Chang (2006) argued that Aristotle purported that multiple points of view strengthened a democracy because people engaged in political debates must share different viewpoints in order to make sound arguments. Further, Mill was referred to for his notion of the marketplace of ideas; “persons cannot understand opposing viewpoints fully if they are never exposed to those who hold different views” (Moses & Chang, 2006, p. 8). This idea related to the compositional diversity of a campus argument in that students are not exposed to peers of different racial and ethnic backgrounds if they are enrolled in homogeneous campus environments (Gurin et al., 2002). Next, Moses and Chang (2006) considered Dewey’s work as contributing to the significance of viewing diversity in higher education as a venue for students to be challenged in their values and beliefs from critical thinking and to consider how one’s actions influence not only one’s own life, but also the community in which one lives. Finally, Moses and Chang (2006) included the work of Martha Nussbaum’s ideas around humanity; the

ideas that liberal education was a place for an individual to critically examine one's own history and figure out how to contribute as a citizen of the world post graduation.

Although philosophical perspectives in support of the diversity rationale in higher education were useful (Moses & Chang, 2006), evaluating empirical research investigating how diversity enhanced student gains in educational outcomes was also critical to supporting the diversity rationale and addressing the questions raised about the merits of diversity by some of the Supreme Court justices in affirmative action cases (Gurin, 1999). Research findings built a case for the benefits of a diverse campus body on students' learning. Therefore, research connected to the next aspect of the merged theoretical framework from Hurtado et al. (1999) and Milem et al. (2005) empirically addressed how compositional diversity contributed to student learning.

Investigating the Relationship Between Compositional Diversity and Educational Outcomes for Students

As previously enumerated, compositional diversity related to the numerical representation of individuals from different racial and ethnic backgrounds within a campus environment (Hurtado et al., 1999; Milem et al., 2005). Many students were raised in homogenous environments in regards to race and/or ethnicity before entering a college environment (Gurin et al., 2002). The college environment often offered the first experience for students to learn with diverse peers (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; Gurin et al., 2002). The educational outcomes of diversity may look different per institution because the composition of a student body looked different based on the institutional type (Milem et al., 2005).

Therefore, the process for creating inclusive environments for students looked different (Milem et al., 2005). Chang et al. (2005) and Hurtado et al. (1999) portended that students from divergent racial and ethnic backgrounds offered multiple perspectives on issues and when students engaged in dialogue unearthing differing perspectives they were prepared to engage more critically in a democratic society after graduation. Contradistinctively, students who came from a homogenous background and were not exposed to differences did not face cognitive dissonance that challenged them to critically analyze perspectives on issues (Gurin et al., 2002; Milem et al., 2005)

Again, compositional diversity emphasized race and ethnicity in the merged Hurtado et al. (1999) and Milem et al. (2005) framework but could also be applied to different social identities like gender and sexual orientation. In the following examples, race was highlighted as an aspect of compositional diversity that was emphasized in empirical literature, but there are multiple dimensions of diversity related to compositional diversity. Several studies investigated the influence of race and cross-racial interaction of students on college campuses (Chang et al., 2004; Chang et al., 2006a). Chang et al. (2006) offered, “race still shapes opportunities and experiences in U.S. society, a fact that is also evident among students in higher education” (p. 432). Thus, reviewing empirical studies based on the intersection of race and educational outcomes for students illuminated one *dimension* of reviewing compositional diversity and educational outcomes for students (Chang et al., 2004; Chang et al., 2006a).

Chang et al. (2004) studied “the educational effects of cross-racial interaction and the conditions that affect it” (p. 531). Using longitudinal data from the 1994 Cooperative Institutional Research Program (CIRP), over 230,000 students at over 660 institutions were surveyed. A follow up study conducted in 1998 generated a sample of about 9700 students from over 134 campuses. The follow up survey included similar items from the Freshman survey to serve as posttest measures along with several items pertaining to students’ self-reports of perceptions of college and one’s experiences. Astin’s (1991, 1993) Inputs, Environments, and Outputs Model was used to investigate six outcome measures looking at affective and cognitive measures selected for the analysis. Independent variables primarily associated with students’ cross-racial interactions included: whether or not a student studies with someone from a different racial/ethnic group, dates, dines, or interacts with students from different racial/ethnic groups. Interracial dating was not statistically significant with the outcome variables, but all of the other independent variables related to cross-racial interaction were related to the outcome variables (e.g., “intellectual ability, social skills, civic interest”) after controlling for students’ background characteristics, institutional characteristics, and diversity experiences (Chang et al., 2004, p. 533).

Thus, from this study, findings demonstrated that cross-racial interaction predicted important gains in students’ intellectual, social skills, and civic skills (Chang et al., 2004). Additional factors this study raised included the notion that students of color were more likely to experience cross-racial interaction whereas White students were less likely to interact cross-racially. Therefore, the increase in racial and ethnic composition of the campus body increased the likelihood that

students interacted across race. Yet, this study raised important questions regarding the different interactions of students of color on a campus. Students of color were more apt to interact cross-racially because they had to whereas White students did not; the study affirmed the ideas of racial balkanization that occurred on many college campuses (Chang et al., 2004).

Another study from Chang et al. (2006) forwarded the work of the Chang et al. (2004) study regarding cross-racial interactions of students in a different way. This study focused on the following research questions:

How do college students who report high levels versus low levels of cross-racial interaction compare with regard to the educational outcomes of openness to diversity, cognitive development, and self-confidence? How do students who attend institutions with high peer versus low peer average levels of cross-racial interaction compare on measures of openness to diversity, cognitive development, and self-confidence. (p. 431)

This study used the same 1994 and 1998 CIRP data as the Chang et al. (2004) study, but in this case about 19,667 student surveys within 227 institutions were used after excluding students who had missing data on items such as race, gender, students at 2-year institutions, Historically Black Colleges and Universities, and students from institutions with less than 15 respondents (para, p. 435).

Using Hierarchical Linear Modeling statistical approach, Chang et al. (2006) used composite scores from students' responses to items on the 1998 survey grouped into three constructs of "openness to diversity," "cognitive development," and "self-confidence" (p. 436). The independent variables used were similar to the independent

variable examining cross-racial interaction from the Chang et al. (2004) study, but in this case the variables were grouped into a composite score looking at students' level of cross-racial interaction as compared to the average level of cross-racial interaction for the institution (Chang et al., 2006). In order "to minimize self-selection bias and to control for the effect of critical institutional characteristics," several control variables were used including: student-level variables like pre-tests on the 1994 survey for the dependent variables, pre-college characteristics such as race (dummy coded with White as the comparison group), gender, high school GPA, and variables related to college experience like working on or off campus, and living on or off campus (Chang et al., 2006, para p. 437).

Notable findings included that as an institution's average for cross-racial interaction increased, the students reported higher scores on the openness to diversity variable (Chang et al., 2006a). Overall, the students with higher levels of cross-racial interaction reported stronger gains on outcomes such as critical thinking, self-confidence, and problem-solving skills than peers who reported lower cross-racial interaction. In terms of the institutional level findings, a critical finding from Chang et al. (2006) suggested,

even those students who have very little cross-racial interaction yet are part of a student body that has high average levels of interaction tend to report greater individual gains in openness to diversity than those who have the same level of interaction but are part of a student body that has low average levels. (p. 450).

The implications of this study included the possible value of institutions that reflected practices and policies that supported the values of cross-racial interaction. Thus, students may vicariously learn or report gains based on the perception of the campus' commitment to positive cross-racial interactions (Chang et al., 2006). Therefore, the study not only related to the compositional dimension of the Hurtado et al. (1999) and Milem et al. (2005) merged theoretical framework, but also to the notion of the importance of the organizational values of diversity (Chang et al., 2006).

Yet the study was not without limitations (Chang et al., 2006). The peer mean that was employed from the survey to measure Cross Racial Interaction might be one of several analogous measures that could have been used to theoretically measure ways to boost the campus initiatives toward cross-racial interaction (Chang et al., 2006). More specifically, Chang et al. (2006) noted that the study did not address how a campus environment that yielded overall positive cross-racial interactions may parlay that into improving results of cross-racial interaction for all students without investigating what a student does on his or her own to enhance cross-racial interactions. Thus, additional research was needed to address these questions (Chang et al., 2006).

Hurtado et al. (1999) noted that students who were educated in diverse settings were more likely to work and live in diverse settings after graduation and that students were more prepared for a diverse and complex society when they studied and made close friendships with peers who were racially and ethnically different from them. Hurtado et al. (1999) stated that compositional diversity was a critical way to meet goals related to preparing students to live in diverse settings after graduation and

the empirical studies from Chang (2004; 2006) reinforced how cross-racial interaction benefited students.

However, Milem et al. (2005) cautioned that campuses often solely focused on compositional diversity when trying to enhance learning outcomes for students in regards to diversity. Again, no one element of enacting diverse learning communities was best suited when only one element of the merged theoretical framework from Hurtado et al. (1999) and Milem et al. (2005) was taken into consideration. Thus, considering the psychological climate for individuals from diverse backgrounds was another dimension worthy of exploration (Hurtado et al., 1999; Milem et al., 2005).

The Psychological Climate Influencing the Process of Creating Inclusive Environments

The psychological climate of the campus related to the feelings in the air around inclusivity or exclusivity for faculty, staff, and students from diverse backgrounds (Hurtado et al. 1999). Hurtado et al. (1999) further articulated that the psychological climate included “individuals’ views of group relations, institutional responses to diversity, perceptions of discrimination or racial conflict, and attitudes held toward others from different racial/ethnic backgrounds” (p. 25). The key element stated from Hurtado et al. (1999) was an individual’s *perceptions* related to individuals and groups from diverse backgrounds.

In a study from Mayhew, Grunwald, and Dey (2006), the psychological climate for staff (a highly understudied population) was conducted. The constructs in the study reflected staff perceptions of structural diversity of the departments, the institutional climates and commitments to diversity, and one’s own interactions with

diverse others on campus (Mayhew et al., 2006). The primary research question addressed, “What factors influence staff perceptions of their campus community as having achieved a positive climate for diversity?” (p. 67). The sub- questions looked at questions such as: (a) how demographic characteristics of staff members influence the ways they perceive the campus climate for diversity; (b) how the role of the staff member within the campus influences perceptions of the climate of diversity as broken down through dimensions such as professional characteristics; (c) structural diversity within the department in which one works; (d) the psychological climate within one’s department; (e) the perceptions staff members have of the institutional commitment to diversity; and (f) one’s own experiences with diversity. The study was conducted in 2002 on a predominantly White institution in the Midwest with a sample of 1029 of 2202 total staff members on the campus. Demographics of the sample included, but were not limited to: “83% of the participants identified as White, staff of color represented 17% of the sample, 75% of the sample identified as female, 21% of the staff worked at the campus between 6 and 10 years, 41% of the staff worked in academic affairs, 29% in business or financial affairs, 22% in student affairs, and 8% in University Advancement” (Mayhew et al., 2006, pp. 68-69).

The instrument used in this study was a survey adapted from a diversity climate survey created at the Higher Education Research Institute at UCLA (Mayhew et al., 2006). This survey was used because items maintain content validity as tested through factor analysis and strong Cronbach’s alpha reliability levels. A regression model was used for the analysis. The dependent variable was a factor named, “achieved a positive climate for diversity” (p. 70). Independent variables were

organized under six constructs as appropriate for the blocked hierarchical approach including: (a) staff demographics; (b) professional characteristics such as department; (c) structural diversity of the department through factors such as the gender of the supervisor; (d) an item measuring the departmental climate for diversity; (e) variables related to institutional commitment to diversity; and (f) variables measuring a staff member's individual experiences with diversity through measured items such as "engaging in positive interactions with diverse peers" (p. 76). The model predicted 34.7% of the variance in the dependent variable, "achieved a positive climate for diversity" (Mayhew et al., 2006, p. 76).

Several significant findings were reported through the analysis. The results included in regards to staff demographics that women were significantly less likely than men to view the campus climate as having "achieved a positive climate for diversity" and staff members with higher education levels were significantly less likely to perceive "achieved a positive climate for diversity" (Mayhew et al., 2006, pp. 78-79). In regards to staff professional characteristics, older staff members (ages 55-64, and 65 or older ranges) were significantly more likely to view the campus climate as "achieved a positive climate for diversity" than younger staff members (ages 24-younger and 25-34 ranges) and staff members in classified positions on campus were significantly less likely to view the campus climate as "achieved a positive for diversity" than staff in other positions; staff of color were less likely than White staff to perceive "achieved a positive climate for diversity." In terms of the department climate for diversity, when controlling for staff demographics, professional characteristics, and measures of department structural diversity, staff

members working in “diversity-friendly” departments (e.g., departments deemed non-homophobic and non-sexist) were more likely than staff members working in departments that were not considered “diversity-friendly” to perceive the campus as a “achieved a positive climate for diversity” and when compared to Academic Affairs, staff in university advancement were more likely to perceive the campus as “achieved a positive climate for diversity” (Mayhew et al., 2006, pp. 78-80).

When looking at the institutional commitment to diversity, staff members who believed there were several barriers to implementing institutional-wide efforts, such as insufficient interest in recruiting staff members of color, were less likely to perceive the campus as “achieved a positive climate for diversity” (Mayhew et al., 2006, pp. 78-80). Further, in regards to campus experiences with diversity, after controlling for other variables, staff members who reported “heard disparaging remarks” about a marginalized group were less likely to report that the campus had “achieved a positive climate for diversity” (p. 78). Finally, staff members who perceived minorities to be portrayed positively in the media were more likely to report that the campus had “achieved a positive climate for diversity” (Mayhew et al., 2006, p. 80).

The findings in this study affirmed the importance of institutional factors such as the influence of a positive non-racist work environment on staff perceptions of climate for diversity (Mayhew et al., 2006). The study also validated differences of perceptions of psychological climate for diversity based on social identities such as race and gender. At the same time, the study was conducted on a predominantly White campus in the Midwest and different institutional contexts may garner different

results. Further, the study is limited because the sample did not allow for robust comparisons between staff of different racial groups and the sample was not weighted for individuals who did not respond to demographic items (Mayhew et al., 2006).

Thus, the researchers suggested that more qualitative approaches are needed to understand how experiences with prejudice influence staff members' perceptions of diversity on campus (Mayhew et al., 2006). My study aimed to address some of the limitations in the Mayhew et al., (2006) study by understanding firsthand the positionalities of staff members from both academic affairs and student affairs situated in a project focused on implementing diversity initiatives while simultaneously unpacking the elements of the process of partnerships between academic affairs and student affairs. Hurtado et al. (1999) purported that an individual's perceptions of the climate are different based on social identities, and individuals with similar backgrounds often shared similar attitudes and beliefs.

The meaning an individual makes of the salience of one's social identities depends on the context (Abes, Jones, & McEwen, 2007; Jones & McEwen, 2000). Jones and McEwen's Model of Multiple Dimensions of Identity MMDI (2000) and the reconceptualized model from Abes et al. (2007) were relevant to the notion of how an individual's perceptions of power, privilege, and oppression shaped one's understanding of the psychological climate for diversity on campus (Hurtado et al., 1999; Milem et al., 2005). The MMDI from Jones and McEwen (2000) and Abes et al. (2007) was comprised of three components.

First, an individual had core identities often associated with personality characteristics such as the way a close friend might describe a person (Jones &

McEwen, 2000). Second, one's social identities were constructed in the model as electrons swirling around the core (Jones & McEwen, 2000). The closeness of the social identities (e.g., race, class, gender, sexual orientation) to the core was based on the salience of the identities to an individual in various contexts (Jones & McEwen, 2000). Finally, the meaning-making filter was the cognitive dimension of the model in that an individual's understanding of biases, assumptions, and stereotypes about particular social identities (e.g., dominant or marginalized) influenced the ways one perceived his or her multiple identities in different contexts.

The social actors amidst the "process" of implementing diversity initiatives were individuals with multiple identities (Jones & McEwen, 2000; Abes, Jones, & McEwen, 2007), identities that were considered multiplicative (Bell, Hardiman, Jackson, & Griffin, 2010). Identities were multiplicative because based on one's identities, group membership in some settings was privileged, others oppressed, and in some settings both simultaneously (Bell et al., 2010). In this study, when applicable, attention to the psychological climate for diversity at the time of the American Commitments Project and the meaning the individuals made about the climate based on one's multiple identities needed consideration (Abes et al., 2007; Hurtado et al., 1999; Jones & McEwen, 2000; Milem et al., 2005).

The Organizational Dimension of Enacting Diversity Initiatives

Milem et al. (2005) described the organizational dimension as the day-to-day practices of a university such as reward structures, formation of curriculum, campus decision-making in regards to the allocation of the budget or other related administrative functions that dictated the way business was practiced on campus. The

organizational structures determined who was promoted and who was not and how those policies such as promotion and tenure influenced the ways faculty, staff, and students perceived the systems at play on a campus (Milem et al., 2005).

When considering the formation of curriculum, the notion of the organizational dimension of diversity initiatives was related to this study because of the focus of the American Commitments Project around infusing the ideas of diversity and democracy in general education (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; Humphreys, 1997). Thus, the ways student voices were incorporated (or not) in the design of general education curriculum (Bruch, Higbee, & Siaka, 2007), the commitment to transformational pedagogy that was employed (or not) in the design of multicultural education (Freire, 2010; Nagda, Gurin, & Lopez, 2003), and how student experiences were infused into course curriculum (or not) may play a role in understanding the organizational dimension (Freire, 2010; Nagda et al., 2003). Further, the political frameworks of the institutional landscape supporting (or not) the individuals working on the American Commitments Project such as the perceived reputation of the actors selected for involvement with the Project by senior administrators and the symbolic dimensions such as funding for the work of the American Commitments Project on campus or reward structures for staff involved with the Project, may influence the ways the academic affairs and student affairs partnerships were situated about diversity initiatives (Bolman & Deal, 2008; Morgan, 2006). Finally, the dimension of taking action towards making initiatives happen was examined (Hurtado et al., 1999; Milem et al., 2005).

Taking Action: The Ongoing Process of Creating Diverse Learning Communities and Potential Barriers to Success

The fifth dimension of the Hurtado et al. (1999) and Milem et al. (2005) framework considered the actual initiatives and processes a campus assumed to create more inclusive environments for students, faculty, and staff from diverse backgrounds. Campuses participated in a discourse about the importance of diversity, but the actual efforts to create more inclusive campus environments and retain students, faculty, and staff from diverse backgrounds on campus must be assessed (Chang, 2002; Hurtado et al., 1999; Milem et al., 2005). Therefore, examining a campus that intentionally tried to create an intercultural campus (i.e., similar concept as inclusive campus for students from diverse backgrounds but operationalized in this study as climate where no one campus culture dominates) along with caveats about the potential barriers to implementing successful diversity initiatives further clarified the action dimension of the merged theoretical framework (Hurtado et al., 1999; Metzler, 2003; Milem et al., 2005; Tanaka, 2003).

Tanaka (2003) studied a small Jesuit campus in CA, pseudonym Del Ray, committed to creating an intercultural campus (i.e., climate where no one campus culture dominates) using sociocultural and linguistic anthropological frameworks to analyze the work of this particular campus. Campus constituents designed an action research project composed of five primary steps or a process to lead this charge. Del Ray constructed a multi-pronged approach towards building an intercultural campus over the course of four years; the timeframe of the project started around the timing of the American Commitments Project in 1998 and elements of the approach are

similar to suggestions promoted by the National Panelists for making diversity a central goal of higher education (AAC&U, 1995a; Tanaka, 2003). Thus, the relevance of this study relates to consideration of the five steps geared toward influencing different pockets of the campus such as faculty, students, and staff in developing inclusive environments (Hurtado et al., 1999; Milem et al., 2005; Tanaka, 2003).

The first step included staff intercultural training occurring in two levels--one level of workshops around cultural awareness and a second level where participants, through the use of storytelling, shared familial histories of coming to the United States and then a commitment to investigating ways in which participants could make their own workplaces more intercultural (Tanaka, 2003). A critical element of this program was that employees from entry level to upper level management within the campus were encouraged to participate. The second opportunity included a certificate program in intercultural competency where students participated in a two semester course focused on understanding the intersections of power, oppression, and privilege in their own lives and also a three-day mountain experience as a culminating part of the program (Tanaka, 2003).

The third component of the process included a grant to pay for full-time faculty of color where departments nominated individuals from across the country who demonstrated promise not only through scholarly pursuits, but also through role modeling/mentoring of students of color (Tanaka, 2003). Fourth, curriculum development workshops and grants were offered for faculty to design courses that correlated with the American Cultures requirement; hiring outside consultants was also encouraged to help departments consider not only course content but also

pedagogies around creating more inclusive classroom environments. Again, this element of the process aligned well with the call from the National Panelists in the American Commitments Project around creating curriculum designed for students to investigate one's own history and culture in relation to the history of America and the history with challenges threatening a diverse democracy through classism, racism, and other "isms" (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; Tanaka, 2003).

Finally, ongoing assessment efforts through both quantitative and qualitative approaches were employed (Tanaka, 2003). Pre and post-test assessment efforts led by the Office of Institutional Research and faculty in Education and Psychology conducted racial climate assessments through surveys and focus groups. Additionally, an oversight committee designed to keep information circulating among the five committees working on the aforementioned initiatives along with overseeing the financial components surrounding the grants were implemented (Tanaka, 2003).

The overall work of the campus was quite encouraging toward building an intercultural campus for several reasons; some of the factors were similar to studies investigating positive aspects of academic and student affairs partnerships and were connected with the suggestions outlined by the National Panel for making diversity a central tenet of American higher education (Tanaka, 2003). For instance, the support from the senior administration was high at Del Ray campus as suggested through the literature about principles for good academic affairs and student affairs partnerships from Kezar (2003, 2006), Kezar and Lester, (2009), and Schroeder (2003). The deans and vice presidents from departments across campus took responsibility for ensuring

that departments carried out the goals of the process (Tanaka, 2003). The assessment efforts were also critical in that quantitative and qualitative data documented that the change in campus climate also supported the ideas presented from Whitt et al. (2008) and Kezar (2006) as a strategy for developing a good partnership. In the curriculum, both the grants and support for outside consultants engendered commitment towards transforming the curriculum (Tanaka, 2003).

This study was robust in that it translated the theoretical suggestions for cultivating a campus environment that institutionalized diversity initiatives (Hurtado et al., 1999; Milem et al., 2005; Tanaka, 2003). However, the Tanaka (2003) study also raised several barriers to the process in relation to previously mentioned literature on the barriers to academic and student affairs partnerships. Further, an additional scholar, Metzler (2003), offered cautions to campuses regarding why diversity initiatives sometimes fail that connected with an analysis of the Tanaka (2003) study.

Although the educators working at the Del Ray campus in the Tanaka (2003) study made great strides through the action research towards developing an intercultural campus, the barriers both psychological and organizational in nature left room for the campus to keep working on several initiatives. The barriers related to Metzler's (2003) perspective of Ten Reasons Why Diversity Initiatives Fail. Metzler (2003) outlined ten reasons including:

1. failure by the campus to recognize the deeper issues of marginalization on a campus; meaning that an institutions must look at the individual,

interpersonal, and group/organizational dynamics simultaneously to see the root causes of marginalization that existed for different people

2. groups failed to view diversity initiatives as organizational change; meaning the group failed to see the underlying power structures within an organization that needed to be altered
3. the group or campus failed to strategically design the change processes; meaning that the group needed to involve key stakeholders to understand why particular changes were needed
4. the group or organization failed to see systemic issues such as organizational policies and practices (explicit or implicit) that led to who was promoted to positions of power
5. the senior leadership and others failed to express why the diversity initiative was needed; the group needed buy-in to the process and without an underlying explanation of why the initiative was needed, it was likely to get pushed to the periphery of campus or organizational work
6. the group or organization failed to involve White men in the process; White men might not get on board if they are not included or do not see how the initiative was important for all groups
7. the diversity trainings and education that were implemented as part of the process were poorly designed; the group or organization needed to develop training that addressed the underlying issues rather than alienating particular people or solely doing a training because it was politically correct

8. the training was not authentic; the group or organization needed to include storytelling and the work of each individual to address one's own biases and assumptions about oneself and those different from oneself, similar to ideas from Tanaka (2002) and (Torres, Howard-Hamilton, & Cooper, 2003)
9. if consultants were selected, the consultants used perpetuated the problems if they were not willing to be challenged on their own biases and assumptions
10. lack of accountability for measuring the success of diversity initiatives; quota systems or rewards often perpetuated the issues rather than creating transformative change (Metzler, 2003).

The Metzler (2003) ideas came from the notion of looking at all different types of organizations from businesses to organizations within higher education.

The study from Tanaka (2003) was not without limitations; a few of the limitations are illustrated below and related to some of the ideas presented by Metzler (2003). First of all, the study was a single-site case study based on a Jesuit institution in CA. Thus, in positioning this study with the forthcoming research about academic affairs and student affairs partnerships about diversity through the American Commitments Project one must consider the institutional type and culture when forging partnerships (Kezar & Lester, 2009; Nesheim et al., 2008; Whitt et al., 2008). Although the Jesuit institutional mission stated a commitment to social justice, the researcher noted the challenge in this mission in relation to the climate for faculty, staff, and students identifying as LGBT (Tanaka, 2003). The Catholic mission

inhibited students from creating a gay/lesbian club at the time of the study, an example of an exclusion of a recognized organization inhibiting the intercultural framework, a framework where no one culture dominates. The campus also struggled with placing a Student Intercultural Affairs Program *within* the Department of Minority Student Affairs (Tanaka, 2003).

Symbolically, the decision to situate the center in this location sent a message to White students that this Intercultural Affairs Program was not for them because students had to walk through affinity group programs such as the Black Student Services and Asian American Student Services areas to get to the Intercultural Affairs Program (Bolman & Deal, 2008; Morgan, 2006; Tanaka, 2003). The problems with the placement of this office sent messages to students of affinity groups that their “safe space” was violated and/or furthering a binary of an “us” versus “them” mentality between White students and students of color (Tanaka, 2003, pp. 143-144). Additional challenges this campus faced included: generating more students (particularly White students) to participate in the storytelling practices, separating committees for staff and faculty related to the project, which perpetuated class distinctions as faculty upholding more power than staff, maintaining a male-dominated senior staff on the campus, and data revealing untenured faculty members’ fear of White male faculty members controlling faculty promotion practices (Tanaka, 2003). Thus, some of the barriers Del Ray faced were congruent with the caveats from Metzler (2003) about why diversity initiatives sometimes fail.

Thus, the purpose of studying Del Ray’s process was because there were similarities and points of departure with the literature pertaining to strengths and

barriers to academic affairs and student affairs partnerships as previously presented from the literature (Tanaka, 2003). For instance, principles of good partnerships such as attending to institutional culture (Kezar & Lester, 2009; Nesheim et al., 2008; Whitt et al., 2008), support from senior leadership (Kezar, 2003, 2006; Kezar & Lester, 2009; Schroeder, 2003), and rewards for the initiatives such as the teaching grants in the process of creating an intercultural campus were synonymous with some of the themes previously mentioned (Kezar, 2006; Kezar & Lester, 2009). The keen difference from this research, related to this study, was the specificity of institutionalized processes focused on not just creating an academic and student affairs partnership but on creating an intercultural campus (Tanaka, 2003). The process for creating an intercultural campus initiated by Del Ray was an example of not only the taking action element of the joint conceptual framework from Hurtado et al. (1999) and Milem et al. (2005), but reinforced the need for a comprehensive framework to look at multiple issues simultaneously on campus when engaged in diversity initiatives.

Milem et al. (2005) suggested that a campus aiming to enact diversity initiatives should: “take a multicultural approach”—meaning that different student populations and/or staff will react to certain practices or programs differently than others, “engage all students”—the initiatives should not be targeted to one specific group alone, and “focus on process”—engagement with diversity is a lifelong process that changes as the needs of the campus evolve (p. 19). Thus, the information about challenges to cultivating successful diversity initiatives also intersected with the current study of academic affairs and student affairs partnerships about diversity

initiatives. The study I conducted, rooted in the American Commitments Project, not only looked at a diversity initiative that was steeped in the aforementioned ideas but also looked at the intersection of the tenets of American Commitments with the process academic affairs and student affairs campus constituents used to implement the tenets of the initiative.

This study about academic affairs and student affairs partnerships took a comprehensive look at the five dimensions of the merged model between Hurtado et al. (1999) and Milem et al. (2005) in regards to implementing diversity initiatives on campus because the premise for the American Commitments Project was rooted in a multidimensional approach to making diversity a central tenet of education in higher education (AAC&U, 1995a; 1995b; 1995c). Further, this study sought to understand the process used between academic affairs and student affairs to partner in regards to diversity initiatives. The contribution of this study was that participants were taking a retrospective approach to meaning making around some of these complex theoretical factors of the framework for diversity articulated. As Hurtado et al (1999) stated, “This report was written on the assumption that achieving diversity and educational equity will remain one of higher education’s primary goals as we move into the next millennium” (p. 1). This study conducted in 2011-2012 reiterated how diversity continued to be one of higher education’s primary goals and investigated how partnerships between academic affairs and student affairs about diversity initiatives was one aspect of investigating the continuous goals of higher education (Hurtado et al., 1999; Milem et al., 2005).

Conclusion

The review of the literature examined the historical context for the call for academic affairs and student affairs partnerships in higher education. The principles of good partnerships and barriers to creating effective partnerships emerged through a synthesis of theoretical and empirical research. Further, the merged theoretical framework from Hurtado et al. (1999) and Milem et al. (2005) provided literature to support the complexities of considering the historical context of a campus, compositional diversity, organizational practices, psychological climate, and action steps simultaneously when enacting diversity initiatives. Therefore, coupling current literature with the historical context of the American Commitments project provided a conceptual landscape of academic affairs and student affairs partnerships about diversity initiatives and the inherent intricacies of the work. Moreover, the literature supported the need for an examination of *how* the process of forming academic affairs and student affairs partnerships about diversity initiatives unfolds.

CHAPTER III: METHODOLOGY

Research Design and Methods

The literature review examined student affairs and academic affairs partnerships, more specifically, the literature was grounded in understanding the purpose of the partnerships between academic and student affairs developed as a part of the American Commitments project of the 1990s and 2000s sponsored by AAC&U (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). As such, the review of the literature built a case for the need to develop theory around *how* effective partnerships between academic affairs and student affairs arise pertaining to diversity initiatives. The purpose of this chapter is to outline the aspects of the research design and methodology that informed the methods employed for this study. In particular, the purpose of the study, research questions, statement of epistemological paradigm guiding this study, methodology and methodology informed by a social justice theoretical perspective, and research methods are articulated. Finally, researcher subjectivity and reflexivity are presented as a means of acknowledging the biases and assumptions I brought to this study (Jones, Torres, & Arminio, 2006).

Purpose of the Study and the Research Questions

Researchers suggested that academic affairs and student affairs partnerships are a best practice for consolidating assets when addressing issues on college campuses (Kezar & Lester, 2009); however, researchers did not address the *process* for creating a partnership. This study not only sought to unearth how the process regarding partnership unfolded, but also how the process developed when educators worked towards implementing diversity initiatives on campus. As previously stated,

diversity from the context of higher education and the American Commitments project from AAC&U was defined as, “a complex set of efforts to uproot the sources and legacies of a long history of societal hierarchy and educational apartheid” (AAC&U, 1995a, p. xii).

Therefore, this constructivist grounded theory examined how the process of creating partnerships between student affairs and academic affairs about diversity initiatives developed (Charmaz, 2006). The questions this study sought to address included: (a) what are the influences of the process for developing an effective partnership between academic affairs and student affairs; (b) what can be learned from educators involved in American Commitments about how to formulate partnerships between academic affairs and student affairs; (c) how do these educators’ own perceptions of their multiple identities influence their work around implementing diversity initiatives; and (d) how, if at all, has involvement in American Commitments currently shaped the way(s) educators create partnerships between academic affairs and student affairs? The subsequent section situates the epistemological paradigm and methodology that framed this study.

Research Design

When designing this research, I situated the study in an epistemological paradigm, methodology, and corresponding methods (Jones, 2002). The epistemology reflected the ways I perceive knowledge to be constructed (Jones et al., 2006). Understanding the ways I construct knowledge was then reflected in the appropriate methodology selected for the inquiry (Jones et al., 2006).

Constructivist Epistemological Paradigm

This study was informed by a constructivist epistemology (Jones et al., 2006). Because I believe knowledge is socially constructed and emerges from the meaning individuals make of their experiences, constructivism was the appropriate epistemological paradigm to employ (Charmaz, 2006; Creswell, 2007; Jones et al., 2006). As a researcher, I sought understanding through the interpretation or translation of individual experience in relation to partnerships between academic and student affairs (Charmaz, 2006; Jones et al., 2006). Further, the constructivist paradigm also necessitates that knowledge is co-constructed by numerous social actors, including participants and researchers (Jones et al., 2006). Therefore, the constructivist paradigm placed me as a co-constructed partner in the research process. Because I was situated as an instrument of the research process (Glesne, 2006), my own biases and assumptions are addressed below and the mechanisms used to try to account for these biases and assumptions (Jones et al., 2006).

Methodology

The methodology for this study was grounded theory methodology (Charmaz, 2006; Glaser & Strauss, 1967; Strauss & Corbin, 1998). More specifically, constructivist grounded theory was employed due to the centering of the importance of co-constructing meaning between the researcher and the participants (Charmaz, 2006). Grounded theory helps distill information about complex occurrences, like the formation of student affairs and academic affairs partnerships in regards to diversity undertakings (Brown, Stevens, Troiano, & Schneider, 2002; Charmaz, 2006; Glaser & Strauss, 1967). Further, the evolution of this methodology helps to inform why

constructivist grounded theory was the appropriate methodological approach for this research (Bryant & Charmaz, 2007; Charmaz, 2006).

Sociologists Glaser and Strauss (1967) developed grounded theory methodology as an innovative inductive approach toward building theory through data emanating from a post-positivist paradigm (Bryant & Charmaz, 2007; Charmaz, 2006). Glaser's background stemmed from intense training in quantitative research methods and Strauss in symbolic interactionism (Bryant & Charmaz, 2007). Systematically designed, grounded theory originally served as a response to quantitative research as a means for categories to emerge from qualitative data, making an argument at the time that qualitative data can be measured using a core for data analysis that is equivalent in terms of rigor to quantitative analysis. Thus, an objectivist lens dominated the original conceptions of grounded theory (Bryant & Charmaz, 2007). However, Strauss and Corbin (1998) deviated some from the original conceptions of grounded theory because solely employing a post-positivist objectivist lens to a qualitative inquiry is a strategy presupposing that it is possible to take the researcher as an instrument out of the qualitative inquiry (Bryant & Charmaz, 2007). Strauss and Corbin (1998) offered a version of grounded theory that included interpretative work by the researcher (Bryant & Charmaz, 2007). Thus, to further define the assumptions inherent in grounded theory Strauss and Corbin (1998) delineated seven crucial elements necessary when choosing grounded theory:

1. The need to get out in the field to discover what is really going on (i.e., to gain firsthand information taken from its source).

2. The relevance of theory, grounded in data, to the development of a discipline and as a basis for social action.
3. The complexity and variability of phenomena and of human action.
4. The belief that persons are actors who take an active role in responding to problematic situations.
5. The realization that persons act on the basis of meaning.
6. The understanding that meaning is defined through interaction.
7. A sensitivity to the evolving and unfolding nature of events (process). (pp. 9-10)

Strauss and Corbin (1998) situated 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) stretched the premise of interaction that Strauss and Corbin outlined a bit further to suggest that researchers and participants can co-construct the meaning in interviews and in turn the grounding of the theoretical rendering. Therefore, according to Charmaz “We are a part of the world we study and the data we collect. We construct our grounded theories through our past and present involvements and interactions with people, perspectives, and research practices” (p. 10). In this study, constructivist grounded theory was suitable for studying *how* student affairs and academic affair partnerships around diversity initiatives occurred.

Constructivist Grounded Theory

Constructivist grounded theory was the best methodological approach to employ in the study because understanding how the relationships among the

participants operating from a student affairs organizational domain, an academic affairs organizational domain, or participants who bridged both domains was the primary context explored (Charmaz, 2006). As indicated, constructivist grounded theory constructed theory derived inductively from the data rather than deductively testing preconceived hypotheses. Thus, because I operated from a constructivist epistemology, I not only strove to understand the ways the relationships between the educators developed in the partnership, but I was also cognizant of the ways my relationships with the partnerships contributed to my understanding of the process (Charmaz, 2006). However, the primary focus of this study, the partnership between student affairs and academic affairs, was also grounded in the larger objective of implementing diversity initiatives on campuses of higher education. Thus, a social justice theoretical perspective informed this constructivist grounded theory (Charmaz, 2005; Jones et al., 2006).

Social Justice Theoretical Perspective

The partnerships between student affairs and academic affairs investigated in this study culminated around implementing diversity initiatives on campus under the auspices of AAC&U's American Commitments Project (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). Because diversity in education was defined as “uprooting the sources and legacies” (p. xii) of systems and of power and oppression prevalent on college campuses by AAC&U in the American Commitments Project, understanding the meaning participants made of developing partnerships between student and academic affairs was interwoven with the social justice lens (AAC&U, 1995a; Charmaz, 2005). Charmaz (2005) noted that when a study looks at social

justice issues, the researcher pays attention to “inequality and its social and historical contexts” (p. 529) and in this study, the work of the educators engaged in partnerships included consideration of the historical legacy of privilege and oppression that excluded members from some social backgrounds from higher education (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). Further, the historical legacy of oppression excluded members from some social backgrounds from matriculating at the campuses where participants in this study worked (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c).

The social justice theoretical perspective was differentiated from the theoretical framework in the literature review. The theoretical framework served to sensitize me to conceptual dimensions of diversity reflected in the literature. The social justice theoretical perspective challenged me to consider *how* from an epistemological standpoint issues of power and privilege are embedded within the work around diversity in higher education.

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. The participants in this study were charged with intentionally considering the historical context of the campuses where they worked and how to redefine general education curriculum for social change. When considering respective campus partnerships are power-laden, the subjective experience of each participant and their meaning of the partnership around diversity initiatives may vary based on his or her social locations or positionalities (Bell, 2010; Charmaz, 2005; Jones et al., 2006). The way one sees his or her responsibility within

the world or one's environment to work with others to create a more equitable society is *how* social justice efforts are constructed (Bell, 2010).

Therefore, this research considered how constructions of multiple identities of the participants and their perceptions of campus climate informed the ways participants constructed the partnerships (Charmaz, 2005; Milem et al., 2005). Specifically, incorporating a social justice perspective included:

... exploring tensions between complicity and consciousness, choice and constraint, indifference and compassion, inclusion and exclusion, poverty and privilege, and barriers and opportunities. It also means taking a critical stance toward actions, organizations, and social institutions. Social justice studies require looking at both realities and ideals. Thus, contested meanings of “shoulds” and “oughts” come into play. (Charmaz, 2005, p. 510).

I paid attention to how participants negotiated political systems as they moved through the process of formulating a partnership (Bolman & Deal, 2008; Morgan, 2006). This constructivist grounded theory was based on understanding how the process of forming partnerships between student affairs and academic affairs in regards to diversity initiatives occurred (Charmaz, 2006). The social justice theoretical perspective served as a sensitizing concept in this constructivist grounded theory because understanding that the process was also influenced by the systems that impeded or promoted how the participants constructed the partnership were considered (Charmaz, 2005; Jones et al., 2006).

Methods

The methods provide the roadmap for the data collection and data analysis process I used (Charmaz, 2006). The following section includes: the sampling criteria outlined for this study, sample size, data collection, and data analysis. Further, the considerations made for assuring trustworthiness and ethical considerations are addressed. In grounded theory, the constant comparative method served an umbrella strategy for conducting this research (Charmaz, 2006). The constant comparative method was incorporated as a hallmark technique because data collection and data analysis occurred simultaneously in this constructivist grounded theory (Charmaz, 2006; Glaser & Strauss, 1967).

To this end, the name constant comparative method depicted the iterative process of data collection and data analysis when generating theory (Charmaz, 2006; Glaser & Strauss, 1967). Charmaz (2006) defined the constant comparative method as a method “that generates successively more abstract concepts and theories through inductive processes of comparing data with data, data with category, category with category, and category with concept. Comparisons then constitute each stage of analytic development” (p. 187). As a researcher, I commenced the constant comparative method by reviewing transcripts, noting initial themes and patterns in the data while continuing to collect more data as the grounded theory emerged (Charmaz, 2006). First, the sampling criteria used to confirm participants for this study is outlined.

Sampling Criteria

The predetermined criteria for this study included campuses perceived by expert nominators to have engaged in effective student affairs and academic affairs partnerships through involvement with the American Commitments Project, a grant-funded project from AAC&U (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). 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). Morse (2007) offered three principles for sampling in grounded theory that intersected with the sampling strategies guiding this process:

Principle 1. Excellent research skills are essential for obtaining good data

Principle 2. It is necessary to locate ‘excellent’ participants to obtain excellent data.

Principle 3. Sampling techniques must be targeted and efficient. (pp. 230-233)

Thus, the sampling strategies are outlined while simultaneously addressing how I best accounted for the principles from Morse (2007) when identifying the sample for this study.

The first strategy employed was expert nomination (Glesne, 2006). Two senior leaders within AAC&U who worked with over 130 colleges and universities involved with the American Commitments Project served as expert nominators. I worked with the Project leaders through a summer internship in 2010 at AAC&U and my preformed relationship with the nominators assisted with rapport building for the research process. Both nominators readily agreed to serve in this capacity when I asked them in-person. From their firsthand experience working with member

institutions in the American Commitments Project, the two expert nominators identified 11 campus teams whose academic affairs and student affairs team members developed effective partnerships through the American Commitments Project as perceived by the expert nominators (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c).

The term “effective” was appropriately subjective in the sampling process because expert nominators offered their own understanding of effectiveness. The expert nominators used several measures to deem a campus effective at academic affairs and student affairs partnerships. The teams of faculty and administrators involved in the project presented documents to the national leaders such as project proposals, status reports, and final reports outlining the work of each campus in regards to diversity initiatives. Further, the national leaders interacted with the campus teams at national summer institutes over the course of several years as some campuses participated in multiple generations of the American Commitments project. Thus, the national leaders developed long-term relationships with faculty and administrators involved in the Project across the country. The nominators offered their expertise about campuses they perceived to foreground the work around diversity initiatives as a shared endeavor between academic affairs and student affairs. To this end, the nominators recalled information from reports where educators highlighted work between academic affairs and student affairs as a priority for the campus. This particular study unearthed the actual process regarding partnerships between academic affairs and student affairs with the campuses selected for the study,

but in order to identify the campuses to study the expert nominators offered professional insight to start the process.

The nominators reviewed a printed list of the 130 schools with me present in the room. The two nominators then proceeded to talk about particular educators at various schools who initiated various projects on the campus. As the dialogue continued, the nominators excitedly recounted stories from the particular campuses. I furiously jotted notes as the nominators conducted their own oral history about the work of some of the campuses so that I could later look for corroborating evidence in the school archives. Because AAC&U aims to work with campus leaders in designing general education curriculum, the nominators often spoke of innovative classes in the general education curriculum that campuses created to examine issues related to diversity. In this vein, the expert nominators immediately remembered initiatives educators at particular campuses implemented in regards to the curriculum, but the expert nominators did not offer insight into the initiatives related to the co-curriculum at some institutions. Therefore, I reminded the expert nominators that the study focused on partnerships between academic affairs and student affairs and so they refocused their storytelling about particular campuses where educators concentrated on initiatives in both the curriculum and co-curriculum. As the nominators talked, I also reminded them of the mutually agreed upon additional criteria of including schools representing different institutional types and regions of the country. The process of expert nomination worked in conjunction with the principle from Morse (2007) of employing a targeted approach.

Reviewing the archived files. Next, the expert nominators provided me with archived files from the 11 institutions initially nominated because of their partnerships between academic affairs and student affairs as part of the American Commitments Project (Glesne, 2006). I culled through the archives to find evidence of the following in the files: names and positions of both academic affairs and student affairs faculty and/or administrators involved with the project to provide contacts for individual participants for the study who were involved with the project at the time of American Commitments, resumes/CVs of the faculty and/or administrators to garner a sense of their backgrounds in either academic affairs or student affairs, written evidence of goals for the American Commitments Project that articulated both curricular and co-curricular objectives, and cues in the institutional/academic mission statements related to the diversity objectives relevant to the objectives of the American Commitments Project (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). I took notes on each institution and created a spreadsheet to view the following fields for all 11 schools side-by-side, including: institution name, region of the country, student population, size of the campus, names of participants in the Project, goals for the Project, and mission statement objectives. The 11 campuses included:

1. One Large Public University in the Northwest
2. Two Large Public Universities in the Midwest
3. Two Large Public Universities in the Northeast
4. Two Regional Public Universities in the Northeast
5. One Small Private College in the Northeast

6. One Small Private Liberal Arts College in the Mid-Atlantic
7. One Small Private University in the South
8. One Small Private Liberal Arts College in the Midwest

I then reconnected with the expert nominators in person to narrow the 11 institutions to the top four campuses based on the criteria outlined above and maximum variation sampling techniques (Creswell, 2007; Morse, 2007). The differentiation between what constituted a “large” university or a “small” college was based on how the expert nominators described a campus in conjunction with the idea of a “large” university as enrolling over 10,000 students and a “small” college or University as enrolling less than 5,000 students. We selected four top choice campuses based on the aforementioned criteria and diverse institutional type (e.g., geographic location, historical context of the institution, student population served, and institutional size; Creswell, 2007; Morse, 2007). I also reviewed websites from each institution to identify whether or not potential participants involved with the Project currently worked at the University.

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 other social identities such as religion if the expert nominators knew this information. The discussion of social identities related to accounting for maximum variation in the sample but also related to my research question pertaining to interviewing participants from diverse backgrounds. Thus, we tried to first select campuses where participant representation was diverse, but did not necessarily discount a campus based on known social

identities of participants. Rather, we used the knowledge expert nominators possessed as a sensitizing concept for highlighting some schools more than others. For instance, some institutions included more women on the team than men and some institutions comprised of team members from predominantly White racial backgrounds. We preferred campus teams that included more of a balance of people of color and White people and inclusion of men and women.

Starting with 11 institutions provided a pool to which to return if an institution of the four declined participation in the study. Further, the maximum variation sampling technique was enhanced by looking at the factors such as geographical location and institutional size among the 11 institutions with the four campuses ultimately selected for the study (Creswell, 2007; Morse, 2007). Based on the aforementioned criteria, the top four schools that provided maximum variation included: a Large Public University in the Northwest, a Large Public University in the Midwest, a Small Private University in the South, and a Regional Public University in the Northeast.

One of the expert nominators offered the first invitation to the participants from the four institutions to be included in the study via email. See Appendix A for a copy of the email message. The expert nominators suggested sending the first message to the team leader(s) from each institution to introduce the study. The team leaders tended to be Vice Presidents or Provosts at the institution; politically, an invitation to the leaders in positional power helped facilitate access to the campuses. I then followed up with an email version of the invitation (Appendix B) and also called to follow up if possible participants did not respond to the initial email from the

expert nominator within a few days. Initially, the Large Public University from the Midwest and the Small Private University in the South answered affirmatively to the request within days of the expert nominator's invitation. I easily coordinated visits with two campuses. However, the process for confirming with the other two campuses took additional time and effort. The Large Public University in the Northwest declined the invitation to participate because many individuals originally associated with the Project had left the University. To this end, the team leader from the Large Regional University in the Northeast did not think the campus should participate because she did not think the campus was as involved with American Commitments as other Projects associated with AAC&U or other grant awarding national organizations.

Therefore, the expert nominators and I invited another Large Regional University in the Northeast and a small Private College in the Northeast to participate. The small Private College in the Northeast agreed to participate, but the Large Regional University in the Northeast did not confirm due to challenges with connecting with more than one potential participant on the campus. Finally, a Large University in the Midwest was invited to participate and confirmed with me in a timely manner.

Thus, the four institutions involved with the study emerged, including: Two Large Universities in the Midwest, a small Catholic University in the South, and a small Private College in the Northeast. The decision to start with a list of 11 schools proved to meet the principle from Morse (2007) regarding sampling techniques that are targeted and efficient because a back up plan for identifying four schools was

built into the scenario. Although the process took about a month longer than expected, the work with the expert nominators was necessary to get access to the institutions. Several team leaders mentioned that without the expert nominator's introduction that they might not have responded.

In addition, the purposeful nature of the sampling process was to identify original actors in the American Commitments Project, with the help of expert nominators, who not only created partnerships between student affairs and academic affairs, but were also deemed as individuals who provided information-rich data for the study (Glesne, 2006; Morse, 2007; Patton, 2002). In this constructivist grounded theory, some participants provided more in-depth understanding of academic affairs and student affairs partnerships on their particular campus than others (Charmaz, 2006). Thus, intensity sampling built on the idea of purposeful sampling in that participants who were able to provide information about the "scope" of the phenomenon pertaining to partnerships were also able to provide information about the "trajectory" or how the process of developing an effective partnership between student affairs and academic affairs over time were further sampled (Creswell, 2007; Morse, 2007, p. 229). The participants needed to provide an oral history or rich account about partnerships between academic affairs and student affairs at the time of the American Commitments Project (Chaddock, 2010). The next phase of sampling related to confirming with participants from each campus to make up the sample size.

Sample size. The intent of the study was to identify four participants from each campus for the study. I enlisted participants originally involved in the Project at the four selected campuses. Prior to participant selection, I planned to recruit

representatives from both academic affairs and student affairs at each campus. Sometimes participants identified in blended roles between academic affairs and student affairs or changed jobs from the time of the Project to the present that altered their identification from one domain to another. I welcomed all of the aforementioned possibilities as long as each campus offered four participants who represented both academic affairs and student affairs. Since the premise of the study was based on understanding partnerships between academic affairs and student affairs, participant representation from both areas was necessary to obtain “good data” from the principle from Morse (2007).

I identified at least two participants from each campus prior to the campus visit at each institution; all participants served as original members of the campus American Commitments team. If I did not contact four members from the original team based on the information obtained from the archives that listed participant names, I asked the participants with whom I easily connected to suggest other people engaged in the Project who may provide information-rich data for the study, a process of snowball sampling (Creswell, 2007; Morse, 2007; Patton, 2002). Participants completed the contact information form when they expressed interest in participating in the study (Appendix C). Some participants needed to be interviewed by telephone if they worked at a different institution than the original institution involved with American Commitments. By combining the sampling strategies of expert nomination, snowball, criterion, intensity, purposeful, and maximum variation, a rich sample for this study was garnered (Creswell, 2007; Morse, 2007; Patton, 2002).

The sampling process was an iterative process much like the data analysis dimensions of grounded theory (Charmaz, 2006; Morse, 2007). The purpose of identifying a sample was to confirm participants who were able to provide information-rich data about academic affairs and student affairs partnerships about diversity initiatives (Creswell, 2007; Morse, 2007; Patton, 2002). Creswell (2007) suggested that 20 to 30 individuals in grounded theory were necessary in order to reach saturation and a constructivist interpretation of 20 to 30 individuals could be 20 to 30 interviews with participants who provide information-rich data (Charmaz, 2006; Patton, 2002).

The sample size for this study included 23 participants, and I followed up with 18 participants who ultimately comprised the sample for the study. The critical element of the ultimate sample size used for this study was dependent on how the sample size led to saturation through the theoretical sampling process (Charmaz, 2006; Glaser & Strauss, 1967; Morse, 2007; Strauss & Corbin, 1998). Five of the participants did not possess insight into the key questions pertaining to this study (or did not work at the institution during the time of the American Commitments Project), so I eliminated them after the first round of interviews. In total, I conducted 40 interviews for this study that met the criteria ultimately assisting me with reaching theoretical saturation (Creswell, 2007; Charmaz, 2006).

Data Sources

“One general guideline in qualitative research is not only to study a few sites or individuals but also to collect extensive detail about each site or individual studied” (Creswell, 2007, p. 126). I used several sources of data to uncover the

process of academic affairs and student affairs partnerships about diversity initiatives. By collecting multiple data sources, I was poised to triangulate the data (Brown et al., 2002; Charmaz, 2006). The information collected from different sources allowed me to compare emergent themes across the sources to help confirm findings or illustrate how a finding served as a negative case (Brown et al., 2002; Charmaz, 2006). The three primary data sources included: interviews with participants, site visits to each campus, and documents.

Participant interviews. The primary means of data collection came from two, in-depth, semi-structured interviews with the participants as outlined in Appendix E (Fontana & Frey, 2005). Each interview lasted about 50 to 90 minutes (sometimes 120 minutes) depending on the talkative nature of the participant. Constructivist grounded theory hinges on the notion that knowledge is co-constructed between the researcher and the participants (Charmaz, 2006). Thus, the collaborative process of exchanging ideas between the researcher and the participant in an interview was where I generated contextually bound and mutually constructed stories (Fontana & Frey, 2005).

I conducted 40 total interviews in this study. Specifically, I conducted nine in-person interviews at the small Catholic University in the South during the campus visit and followed up with five participants from this University who provided information-rich data in the first interview and possessed a greater connection to the original Project. The team leader from the campus in the South connected me with some representatives from student affairs and academic affairs who started working at the institution after American Commitments, so I decided to eliminate those

participants from follow up interviews. Thus, I followed up with five participants via telephone for the second interview.

I conducted four in-person interviews at both of the Large Public Universities in the Midwest during the campus visits. However, I reached an additional research participant through snowball sampling at one of the Large Research Institutions in the Midwest. Therefore, I conducted two phone interviews with one participant from that particular institution. I conducted three in-person interviews at the small Private institution in the Northeast during the campus interview. Again, through the process of snowball sampling with participants during the campus visit, I was able to connect with two more participants from that particular institution involved with the American Commitments Project via telephone. I again eliminated one interview from the campus visit at the Small Private College in the Northeast because the participant was not originally associated with the American Commitments Project.

All of the participants incorporated into the study were interviewed twice with the purpose of reaching enough depth and breadth in interviews to move toward developing a grounded theory (Charmaz, 2006; Mertens, 2005). All interviews were taped and transcribed verbatim in order to facilitate the data analysis process. The goal was to have a theory emerge that includes transferable implications for understanding how the process of developing effective partnerships between student affairs and academic affairs formed, specifically around diversity initiatives (Charmaz, 2006).

The first set of interview questions focused on questions pertaining to the following: the history of what was happening on the campus at the time of the

American Commitments Project; understanding the impetus for the campus involvement in the Project; how the stakeholders from academic affairs and student affairs were selected to work on the Project; the nature of the relationship between student affairs and academic affairs; and the campus objectives for work with American Commitments. Consistent with tenets of oral history research, I brought materials from the AAC&U American Commitments archives from each respective institution for each participant to review to prompt their memories regarding the Project if needed (Chaddock, 2010; Howell & Prevenier, 2001). Participants started recounting stories about what was happening on campus at the time of American Commitments; the opportunity to reflect triggered additional memories for participants related to what was happening on campus at the time of the American Commitments Project (Chaddock, 2010). The “interactive undertaking” meant that I allowed “subjects to speak from their own point of view, to explain meanings in their own terms, and to weave stories that go beyond answering the questions at hand” (Chaddock, 2010, p. 23). Appendix E contains more details about interview questions for the first round of interviews.

The second interview focused on the following: the processes of how the relationship developed, the factors or critical elements for why the partnership was successful, understanding how the multiple identities of the participants influenced (or not) their involvement in the Project, and the longer-term influences of the American Commitments Project on the campus in regards to diversity initiatives on campus and/or partnerships between academic affairs and student affairs (if applicable). (See Appendix E for more details about the in-depth semi-structured

second round of interviews). I also asked participants individual questions as follow up from the first interview when I generated questions through review of the first set of transcripts.

I piloted interviews with two individuals prior to conducting the study. Consistent with constructivist grounded theory methodology, I recognized that semi-structured interview questions could change as codes or concepts emerged from the first interview (Charmaz, 2006). Thus, the constant comparative method allowed me to generate new questions based on my initial thoughts about what was happening in the data (Charmaz, 2006). I used the semi-structured interview questions in each interview but added probing and follow up questions when needed to more fully grasp ideas participants shared.

Campus visits. I conducted the first round of participant interviews on campus if the participants were still employed at the institution. If a participant no longer worked at the institution or was unavailable to meet with me during the campus visit, I used a phone interview. The purpose of the campus visit was not only to meet with participants in person in order to help establish trust and rapport but also to collect relevant archival documents pertaining to the American Commitments Project at each site (Glesne, 2006; Jones et al., 2006). I also conducted the first round of interviews on campus because a rule of conducting research that includes institutional history is to “walk the ground” (Peterkin, 2010, p. 15). I desired to develop rapport with participants in their campus context. I understood the stories participants shared more deeply because I pictured the campus environment while

they recounted stories pertaining to the American Commitments Project (Peterkin, 2010).

I designed the campus visit to take place over two days. During the visit I conducted the first round of individual interviews with participants when possible. Because I reached some participants through snowball sampling, I conducted two phone interviews with three participants. Further, I reviewed documents such as: copies of campus-wide strategic planning documents, mission statements, and archived materials from American Commitments from each respective campus during the campus visit. Overall, I used the campus visit as a strategy to learn more about institutional history and context for the work of American Commitments Project on a particular campus (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem, Chang, & Antonio, 2005; Peterkin, 2010). I used the collection of facts from the document analysis in the constant comparative data analysis process; I compared the facts collected with the information obtained from the interviews to round out emerging concepts and ideas (Charmaz, 2006; Glaser & Strauss, 1967).

Document analysis. I used documents to supplement data collected from the participant interviews (Charmaz, 2006; Glaser & Strauss, 1967). As noted, I reviewed documents from the archived files at the Association of American Colleges and Universities pertaining to the American Commitments Project to narrow down the sample and also to understand how each campus conceived of the goals of American Commitments Project coming to fruition on their respective campus (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). I collected additional 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 around diversity goals as delineated by each campus, annual reports, and brochures about programs related to diversity initiatives (Hurtado et al., 1999; Kuh & Whitt, 1998; Milem et al., 2005).

Some campuses provided more documents than others depending on availability. For instance, I reviewed some documents during the campus visit about which I took notes but could not remove from the campus. At two campuses I sat and took notes from archived files during an afternoon of my site visit. Some campuses gave me course catalogues or offered to make copies of documents. I wrote memos about the themes from the document analysis as another form of data collection (Charmaz, 2006).

Building trust and rapport with participants. The importance of the researcher building trust and rapport with the participants is a trademark of conducting sound qualitative inquiry (Glesne, 2006; Jones et al., 2006). The expert nominators at AAC&U suggested names of participants they perceived would provide information-rich content through the interview process (Charmaz, 2006; Patton, 2002). Because the expert nominators already had relationships with many of the participants and a working relationship with me, the access to the participants was more easily facilitated (Glesne, 2006).

However, I employed several measures to develop rapport with participants. I provided clear explanations about what was expected from each participant in regards to number of interviews and approximate time commitment for the study. Due to the nature of the research study, power dynamics of the partnerships and perspectives

about diversity initiatives on campus were complex and often sensitive issues for participants to explore (Bolman & Deal, 2008; Hurtado et al., 1999; Milem et al., 2005; Morgan, 2006). I demonstrated genuine interest in listening to the stories participants shared and gratitude to the participants for their involvement with the study. Several participants mentioned during the interviews how much they enjoyed participating in the Project because they cared deeply about the issues I addressed. Because the nature of this constructivist grounded theory was informed by a social justice theoretical perspective, attention to how my social identities may have both inhibited and strengthened the process of building trust and rapport with participants was addressed in the researcher reflexivity section of the proposal (Glesne, 2006; Jones, 2002; Jones et al., 2006). Next, the data analysis process is described.

Data Analysis

As noted, interview transcripts served as the primary data source in this constructivist grounded theory (Charmaz, 2006). As I reviewed the transcripts transcribed from the interviews, the constant comparative process of data analysis was initiated (Charmaz, 2006). In order for theory to emerge from the data, a primary tenet of grounded theory, I applied four crucial steps to data analysis. In this constructivist grounded theory study, the use of computer software was a means for organizing the data in the coding process (Charmaz, 2006; Jones et al., 2006). In particular, HyperResearch Software Package for Qualitative Research was purchased for the sole purpose of storing and organizing data; the interpretation of data in the process of unleashing emerging theory was my work (Jones et al., 2006). The iterative process of data analysis included: initial coding, focused coding, axial

coding, and theoretical sampling. The use of memo writing throughout this process served to assist me with making the analytic turn from codes to theoretical conceptions (Charmaz, 2006; Lempert, 2007).

Memo Writing

As previously mentioned, the iterative process of data collection and data analysis in grounded theory is supported through the practice of memo writing (Charmaz, 2006; Lempert, 2007). Memo writing provided a venue for me to flesh out ideas about an emerging concept or theme from the onset of the research process (Charmaz, 2006). In this grounded theory, because a social justice theoretical perspective informed this theory, memo writing and taking field notes during the campus visits gave me a place to interrogate the systems of power that emerged in the partnerships between academic affairs and student affairs (Charmaz, 2005; 2006). For instance, when participants described episodes between each other or with different campus constituents that I interpreted as racist, I sorted out my thoughts in a memo. Although I asked probing questions or clarifying questions of participants during the interviews, sometimes I needed to figure out my own perspectives where issues of power and privilege seemed salient. The memos offered this venue and guided me in thinking of follow up questions to ask participants in subsequent interviews when applicable.

Additionally, sometimes participants spoke disparagingly toward the field of Student Affairs. Again, I used memos as a place to challenge my own biases and assumptions about issues raised during the interviews. “Memo writing is a private conversation between the researcher and his/her data” (Lempert, 2007, p. 251).

Memos provided a space for me to ask questions about what was happening in the data, “define each code by its analytic properties, identify gaps in the analysis, and bring raw data into the memo” (Charmaz, 2006, p. 82; Lempert, 2007). The specificity of the memos evolved as the data analysis process got underway. As the data analysis process emerged, I used memos to sort out ideas about key categories and dimensions to enhance the theoretical understanding. Further, memos offered a place for me to recall stories participants shared with me; I reconnected ideas from participants with the codes that emerged in the memoing process. The memos did not serve as a place to force data analysis, but rather served as a place to consider emerging concepts (Lempert, 2007). As I constructed memos throughout the data analysis process, four levels of coding served as the process for moving from abstract codes to theoretical rendering emerging from the data (Charmaz, 2006).

Coding Process

The four levels of coding suggested by Charmaz (2006) provided a process for unearthing the theory from the data. Attending to the coding process was critical because according to Strauss and Corbin (1998) the sequencing allowed for understanding:

1. The change in conditions that impact the action and interaction over time.
2. The action and interaction response to that change.
3. The consequences that result from that action and interaction response.
4. Describing how those consequences become part of the conditions influencing the next action and interaction sequence (p. 143).

Thus, elaborating on the process of initial coding, focused coding, axial coding, and theoretical coding describes the techniques I used to ground the theory of Student Affairs and Academic Affairs partnerships in relation to diversity initiatives (Charmaz, 2006).

Initial coding. The principle undergirding initial coding is the notion of remaining close to the data (Charmaz, 2006). I reviewed the transcripts line-by-line and noted the core concept within the participants' words in the initial coding phase. In this phase, I moved quickly throughout the transcripts noting gerunds or action words embedded within each participant's words critical for fracturing the data into parsimonious codes. Named *in vivo* codes, these codes "reflect assumptions, actions, and imperatives that frame action" (Charmaz, 2006, p. 56). The emphasis on action started the process for understanding *how* creating a partnership develops. The initial coding process fulfilled two criteria of "fit and relevance" in that the codes were truly captured within the participants' experiences (Charmaz, 2006, p. 54). I generated 5,565 *in vivo* codes during the initial coding.

Focused coding. The second level of coding, focused coding, was more directed and conceptual than initial coding (Charmaz, 2006). In this phase, I compared *in vivo* codes within and across transcripts in order to produce the most repeated concepts that best categorized the data. Because I moved between transcripts in this phase, a particular concept one participant identified helped reveal or deepen my understanding of a concept in another transcript. Thus, the constant comparative process allowed me to check my preconceptions of the topic to help unveil the interrelationships between the codes generated in initial coding (Charmaz, 2006). In

the focused coding phase, I narrowed the in vivo codes to 100 codes. I created memos about the focused codes to sort out my developing 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 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.

Axial coding. Subsequently, axial coding was the phase when I reconnected fractured data into dimensions or subcategories within the data in order to form linkages around emerging theoretical constructions (Strauss & Corbin, 1998). I considered how the categories connected to start answering my 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 academic affairs and student affairs (Strauss & Corbin, 1998). This coding phase included reconnecting categories with rich quotations from participants that illuminated the dimensions of the categories.

I looked to see that most participants shared anecdotes and rich descriptions to explain what was happening in the data in relation to focused codes. If some participants did not talk about the emerging categories, I also jotted memos to consider why a participant might not find the particular concept salient. I used the search tool in HyperResearch to identify exactly where in the transcripts I coded participants describing emerging concepts. In this phase, some of the focused codes

folded into dimensions of larger key categories that started to form. I listed all of the focused codes on post-it notes and placed the notes on a poster board. Next, I started arranging and rearranging the post-its to answer questions like how the codes are interrelated. After spending about three to four weeks with the data in this coding phase, I generated the core category of “making commitments.” I recognized that all 100 focused codes related to this core concept of “making commitments.” I wrote longer memos about why the core category emerged. To this end, the breakthrough of the core category allowed me to move toward the next phase of data analysis, theoretical coding.

Theoretical coding. In the level of theoretical coding, a story about the data will begin to emerge (Brown et al., 2002). The process of theoretical coding entailed connecting the patterns in the data from axial coding in a sequence that illuminated the consequences of the conditions in the data related between and among the patterns (Brown et al., 2002). Essentially, the theoretical coding entailed making a theoretical turn, the process of connecting conditions, properties, and dimensions of the codes into a coherent storyline (Brown et al., 2002; Charmaz, 2006; Strauss & Corbin, 1998).

The constant comparative method continued in this phase. I crafted pictures and figures that started to address the movement between and among the key categories. I discussed the categories with peer debriefers and my research advisor. The questions peer debriefers and my advisor asked led me to probe the data again to address their questions. The peer debriefers asked questions about particular key categories and asked me to elaborate on particular dimensions of the categories. The

questions also related to the ordering of the sequence of the emergent theory such as whether or not aspects of the key categories could be rearranged within the theory. The questions peer debriefers asked challenged me to further develop my arguments by returning to the data and finding quotations from participants that further illuminated aspects of the emerging theory. Eventually, the core category and eight key categories emerged to capture the complexities of the data and answer the research questions. Thus, the theory became grounded because the narrative was confirmed by the data with clear evidence to support the transitions between the conditions that revealed the sequence of the theoretical story (Brown et al., 2002; Charmaz, 2006).

Coding archival documents and field notes. The archival documents and field notes served as supplementary data to the interview transcripts (Charmaz, 2006). Charmaz (2006) noted, “Comparisons between field notes and written documents can spark insights about the relative congruence or lack of it-between words and deeds” (p. 38). Therefore, when I reviewed the documents I compared what the participants said about American Commitments with what was written in mission statements, program reports, and other archived materials related to each campus. I noted incongruities and congruities with the codes that emerged from the transcripts as Charmaz (2006) suggested. When I reviewed written documents during the campus visits, the examination sparked ideas for follow up interview questions I asked in the second interviews. Finally, I used the review of documents to support my initial renderings of the emerging theory (Charmaz, 2006).

Theoretical sampling. Throughout the coding process, participants participated in theoretical sampling (Charmaz, 2006). “The criterion for judging when to stop sampling the different groups pertinent to a category is the category’s theoretical saturation” (Glaser & Strauss, 1967, p. 61). The notion of theoretical sampling is the idea that the themes are repeated multiple times so that no new information is obtained (Charmaz, 2006). As Charmaz (2006) recommended, using the constant comparative method meant that I did not solely follow a linear process in data analysis through the primary coding steps. Even after the key categories emerged, I returned to memos and transcripts to ensure the theory was inclusive of all the participants’ experiences on their respective campuses. When peer debriefers raised questions about particular excerpts from participants’ transcripts I used to support a theme, I returned to the transcripts to look for additional evidence to support a point I made and address the questions peer debriefers asked.

When the process emerged, I returned to peer debriefers to show how I drafted more complex descriptions of key categories that emerged from the axial coding and theoretical coding phases. My peer debriefers challenged me on my assumptions about the process that contributed to my own researcher reflexivity. Thus, the purpose of theoretical sampling in this constructivist grounded theory was for theory construction (Charmaz, 2006). I asked participants to provide feedback of the emerging theory through review of member study sheets. I reached saturation in the data when redundancy between key categories emerged. Theoretical sampling was only terminated when saturation was reached, or no new information pertaining to the emergent theory was revealed (Brown et al., 2002; Charmaz, 2006).

Trustworthiness and Goodness

I applied several measures to assure trustworthiness of the study; trustworthiness related to the conceptual rigor I employed throughout the data collection and analysis so that the quality of the research can be judged and how well the theory can stand up to scrutiny (Brown et al., 2002; Charmaz, 2006; Strauss & Corbin, 1998). The concepts applied to enhance trustworthiness included: credibility, transferability, dependability, and confirmability (Brown et al., 2002). Credibility related to whether or not the data represented the multiple realities of the phenomena, whether or not prolonged engagement with the participants occurred, and whether or not multiple sources of data (or triangulation) were integrated into the study (Brown et al., 2002). I conducted a campus visit at each institution as well as two thorough interviews with each participant to facilitate prolonged engagement. In this study, I also used member checking and peer debriefing to support the credibility of the study (Brown et al., 2002; Charmaz, 2006; Jones et al., 2006). Participants were provided with a copy of the transcripts to check for accuracy of their responses to interview questions along with member-checking the findings presented in member study sheets as the theory emerged through the data analysis process (Appendix F; Charmaz, 2006; Jones et al., 2006). I emailed copy of the transcripts for the participants to review as well as a written summary of findings. Participants confirmed the viability of the findings. The comments participants made in the member-checking process related to altering some of the information I crafted in the participant profiles to be more specific or less specific about their identities based on their personal preferences in regards to anonymity issues.

Additionally, two doctoral colleagues served as peer debriefers. I selected these individuals because they had familiarity with constructivist grounded theory and helped to ensure that the core categories and themes emerged from the data (Brown et al., 2002; Charmaz, 2006; Jones et al., 2006). Finally, the use of document analysis, collection of visual and cultural artifacts during the campus visit, and field notes collected from the campus visits helped support credibility when connecting information garnered from the interviews with participants; multiple data sources helped confirm and disconfirm findings from the transcripts (Brown et al., 2002; Charmaz, 2006).

Transferability relates to how applicable the emergent theory is from one setting to another (Brown et al., 2002). I selected participants who represented diverse perspectives in regards to the topic of student affairs and academic affairs partnerships about diversity initiatives as described in the sampling procedures (Brown et al., 2002). The variation of the sample due to the differences in institutional types of the campuses also supported the transferability of the findings. Next, the dependability (ensuring the properties and dimensions of the grounded theory were well defined) and confirmability (ensuring the findings tracked back to the data from the participants) of the study were enhanced by use of an inquiry auditor (Brown et al., 2002). The inquiry auditor tracked my coding process at various stages of data analysis to check that the process from moving through the open coding towards theoretical sampling was grounded in the data and consistent with grounded theory methods (Brown et al., 2002). Finally, the purpose of the researcher journal sensitized me to the biases and assumptions that arose throughout the research process (Glesne,

2006; Jones et al., 2006). The journal also served as a place to continue memo writing, supporting a process for questioning what emerged from the data (Charmaz, 2006). The aforementioned measures were incorporated as a way to combat limitations and assure trustworthiness in this research (Brown et al., 2002).

Further, I considered how the study measured up to *goodness* in qualitative research (Arminio & Hultgren, 2002). Further, ethical considerations surrounding this study are offered. Arminio and Hultgren (2002) defined goodness as:

elements of the meaning making process are illustrated; epistemological and theoretical foundations are linked to the selected methodology; and that the method of data collection and its analysis are clear, offering new understanding that leads to improved practice. (p. 446)

I fully outlined the epistemological and theoretical foundations that situated this constructivist grounded theory (Arminio & Hultgren, 2002). The study sought to understand and explain how partnerships between academic affairs and student affairs about diversity initiatives developed. The data analysis steps clearly outlined how the theory emerged from the data using a rigorous process. The rich description of the findings grounded in the experiences of the participants substantiates how I co-constructed meaning with participants (Arminio & Hultgren, 2002; Charmaz, 2006). Finally, I reflected on my own researcher positionalities as well as considered ethical issues prior to conducting the study. All of the aforementioned efforts contributed to assuring trustworthiness and goodness in this constructivist grounded theory (Arminio & Hultgren, 2002).

Ethical Considerations

I incorporated several measures through the research process to safeguard against foreseeable ethical issues (Glesne, 2006; Jones et al., 2006). I assured the participants confidentiality throughout the research process in that their personal information regarding participation was not shared without their informed consent (see Appendix D; Glesne, 2006). Further, in order to uphold anonymity, I asked participants to select pseudonyms so that no identifiable information was disclosed when reporting findings from the study. I wrote composites of the institutions where participants work or worked at the time of the American Commitments Project. Finally, I gave participants a consent form stating that their participation was voluntary, informing them of any risks to their well-being through participation, and confirming their right to leave the research at any time (see Appendix D; Glesne, 2006; Jones et al., 2006).

Although I gave attention to considerations such as attending to participants' anonymity, there were ethical considerations in regard to how the participants' voices were shared as well (Charmaz, 2006; Jones, 2002). I asked participants to not only investigate the meaning of their own multiple identities but also to address political issues surrounding diversity initiatives on their respective campuses (Abes et al., 2007; Charmaz, 2006). Thus, how I interpreted the participants' words and reported findings was considered, along with measures such as member checking and employing theoretical sampling procedures (Charmaz, 2006; Jones, 2002). Charmaz addressed the tensions in interpreting participants' ideas as:

As we try to look at their world through their eyes, we offer our participants respect and, to our best ability, understanding, although we may not agree with them. We try to understand but do not necessarily adopt or reproduce their views as our own; rather we interpret them. (p. 19)

Further attention to my own biases and assumptions going into the study that influenced my interpretative lens were addressed in the reflexivity section of this chapter. Finally, I attended to and reported ethical considerations such as how I securely stored my data (Creswell, 2007; Glesne, 2006; Jones et al., 2006).

Statement of Reflexivity

Researchers conducting qualitative inquiries are encouraged to consider their biases and assumptions influencing ways research is conducted (Glesne, 2006; Jones, 2002; Jones et al., 2006). Because I was the research instrument in this qualitative inquiry, understanding my biases and assumptions going into the study helped to assure goodness (Arminio & Hultgren, 2002; Glesne, 2006; Jones, 2002; Jones et al., 2006). I was equally concerned with the quality of the data collected as well as the process of obtaining the data (Glaser & Strauss, 1967; Glesne, 2006). Specifically, Jones et al. (2006) offered a set of questions to guide the process of engaging in researcher reflexivity including:

1. Why is it that I am engaged in the present study? What is it about me and my experiences that lead me to this study?
2. What personal biases and assumptions do I bring with me to this study?
3. What is my relationship with those in the study? (p. 125)

Jones et al. (2006) encouraged researchers to consider the questions both from the research design around epistemology and theoretical frameworks selected for the study and from a personal standpoint. Therefore, my statement of reflexivity addressed responses to the aforementioned questions compelling me to conduct this study (Jones et al., 2006). By addressing these questions prior to and during the study, I strengthened the goodness of the research (Arminio & Hultgren, 2002; Glesne, 2006; Jones et al., 2006).

The Compelling Interest

Corbin and Strauss (2008) offered a response to why an individual chooses to do qualitative research. “Qualitative researchers enjoy playing with words, making order out of seeming disorder, and thinking in terms of complex relationships. For them, doing qualitative research is a challenge that brings the whole self into the process” (p. 13). This study presented a challenge for thinking in terms of a complex relationship pertaining to student affairs and academic affairs partnerships about diversity initiatives. Further, I considered how my current understanding of theory, empirical research, and personal experiences shaped by my identities related to the study of academic affairs and student affairs partnerships about diversity initiatives.

I engaged in this study from a theoretical and empirical basis because I read research articles in student affairs that culminated with implications for practice suggesting student affairs and academic affairs should partner as a mechanism to create innovative solutions for a multitude of issues on college campuses (AAHE, 1998; ACPA, 1994; ACPA & NASPA, 1997; Kezar & Lester, 2009). Further, perhaps one of the most universally espoused values in campus mission statements

was a commitment to fostering diversity on college campuses, yet how to effectively create inclusive campus environments continues to challenge educators (Gurin et al., 2002; Hurtado et al., 1999). Further, I noticed a gap in the literature because the unique positionalities (Jones et al., 2006) student affairs and academic affairs educators bring when forming partnerships were not often considered in the literature. In particular, the question of how student affairs educators and academic affairs educators make meaning of their own multiple identities while trying to simultaneously create partnerships around diversity initiatives was not addressed (Abes et al., 2007; Jones & McEwen, 2000).

I was interested in situating this study from a social justice theoretical framework and theoretical perspective for several reasons (Charmaz, 2005). Again, the theoretical framework situated the study from a conceptual perspective of research about diversity on college campuses and the social justice theoretical perspective situated *how* I thought about educators implementing diversity initiatives on college campuses. I differentiated the framework from the perspective in this way. The process of unearthing inequitable systems of power and oppression in the college or university setting and creating new, more inclusive systems required the individual to see his or her own biases first (Arminio, Torres, & Pope, 2012; Rhoads & Black, 1995; Tanaka, 2002; Tierney & Rhoads, 2004). Therefore, individuals coming from varying social identities (some privileged and some oppressed) further complicated how a partnership may emerge because individuals make meaning of one's identities in different ways (Abes et al., 2007; Jones & McEwen, 2000).

I, too, am in the lifelong process of examining how my own multiple identities inform my student affairs practice; my reflections and understandings can be different dependent on the context (Abes et al., 2007; Arminio et al., 2012; Jones & McEwen, 2000; Rhoads & Black, 1995; Tanaka, 2002; Tierney & Rhoads, 2004). I share three examples about how my multiple identities informed my student affairs practice below, but I think about this issue on an ongoing basis and cannot distill my thoughts into one singular explanation. I am committed to trying to work with students and colleagues in order to build more inclusive campus environments for students from diverse backgrounds to learn and thrive; sometimes I contribute to the process of building a more inclusive campus through changing inequitable systems and sometimes I misstep particularly when I do not fully recognize my privilege in particular scenarios based on my dominant identities as a White, heterosexual woman (Abes et al., 2007; Arminio et al., 2012; Jones & McEwen, 2000; Rhoads & Black, 1995; Tanaka, 2002; Tierney & Rhoads, 2004). My own scholarship, student affairs work, and personal/professional development has been greatly enriched and challenged in partnerships between academic affairs and student affairs. Therefore, my interest in *how* educators effectively do (or do not) work collaboratively to try to change systems of oppression and create more inclusive environments is my compelling interest for this study. The phenomenon under study, academic affairs and student affairs partnerships about diversity initiatives, is fraught with complexities both in the organizational structures where the partnerships unfold and in the simultaneous personal investigation educators in the partnerships undergo to implement diversity initiatives. Although difficult to capture lived experiences that

informed my interest in this study, three examples of my experiences with academic affairs and student affairs partnerships related to my interest in this study are enumerated.

Common Reading Programs: Academic and Student Affairs Partnerships by Design

The compelling interest to the effectiveness of student affairs and academic affairs partnerships emanated from my own experience as a young professional in student affairs. As the Coordinator for Orientation and New Student Programs at Marquette University, I was charged to work with colleagues and students to create a common reading program at Marquette funded through the Lilly Endowment. The Lilly Foundation funded the Manresa project -- educational interventions designed to help student discern their vocation, religious or otherwise -- as a part of the Marquette experience. One such educational program suggested was a common reading program. Working with faculty members from different disciplines allowed me to conceptualize multiple approaches to vocational discernment in new ways because we were considering books that might allow a student to begin the vocational discernment process or finding one's purpose (Chickering & Reisser, 1993; Parks, 2000), often a hallmark of student development in college as a commitment made to students by both academic affairs and student affairs.

The book selected for the inaugural pilot common reading was *The Chosen* by Chaim Potok (1967). This novel chronicles the relationship between two young Jewish men, Danny and Rueven who come from different traditions of Judaism; one identifies as Hasidic and one as Modern Orthodox. In this coming of age story, both

young men grapple with negotiating the expectations of their fathers for their lives, their religious traditions, and their own goals. Considering Marquette's Catholic tradition and claim to educating students about religious diversity, I initially marveled at the decision to select a common reading contextually based in the Jewish tradition. Yet, retrospectively I wondered what unintended messages the book selection may have provided to students who identify as Jewish when structures such as a Hillel center did not exist on campus at that time. The aspect of my initial encounter with a common reading program that invigorated me was the intentional connection between student affairs educators and academic affairs educators about co-curricular learning. Faculty members and student affairs educators partnered with orientation counselors to co-facilitate small book discussions during orientation. Although common reading programs are prevalent in higher education now, the common reading was new to Marquette and several aspects of the process supported the new program.

For instance, I was an undergraduate student at Marquette. When I asked particular faculty members to serve on the common reading committee, some agreed due to a pre-formed relationship. The faculty members I had pre-formed relationships with not only had a vested interest in the program, but my experience as a former student facilitated participation in the partnership because I had already achieved credibility. However, since continuing to study more about privilege, oppression, and power I now recognize (that I did not think about at the time) possible problems with personal invitation. The individual I asked to co-chair had expert power in English literature and was/is well respected as an Associate Professor in the English department. Politically, I considered her credibility with other faculty members across

the campus because she already earned a great deal of respect. As I worked with this professor and my colleagues in student affairs to ask additional faculty members to join the committee, we again asked individuals we felt were committed to co-curricular development of students, but questions of who might be missing from the committee could have been asked more readily. Did we just continue to perpetuate who has perceived or real power on campus by asking people who are already respected to serve on the committee? How did the composition of the faculty and student affairs professionals take into consideration (or not) the diverse backgrounds of students entering the Marquette learning community? Again, in retrospect questions arise in regard to the formation of the partnership.

There are factors that contributed to the success of the partnership and the legacy of the common reading program that continues at Marquette today. First of all, the program was grant funded for at least five years. Thus, financial resources supported the maintenance of the program. Because of the success of the program, even though the grant funding ended, financial resources were found to support the effort. Looking back on the experience, different personal identities enhanced my experience with the partnership at the time. I was privileged in assuming power by my experience as a former student of Marquette. I used my relationships with faculty members who I experienced as committed to co-curricular engagement. My colleagues in the Office of Student Development also asked faculty allies to serve as members of the common reading committee, individuals already identified as people interested in the initiative.

Three years later, I carried the insights from the successful experience of developing an effective student affairs and academic affairs partnership with me when I found myself at UNC Charlotte as an Assistant Dean of Students and Director of New Student Orientation initiating a common reading program. Although I may have had similar goals for the common reading as I did at Marquette, the process for creating the partnership looked different. At UNC Charlotte, the objectives for the common reading included: incorporating a common text into Freshman Seminar courses as opposed to providing the entire incoming class with books at Marquette, engaging students around texts that fostered thinking about globalization, diversity in terms of social identities such as but not limited to race, class, and gender, and to cultivate a shared interest in reading. I partnered with the director of the Freshman Seminar program to create a common reading committee a partnership based on systemic needs for making the program successful and not as focused on relationships. The book selected for the inaugural common reading at Charlotte was *The Color of Water* by James McBride (1996).

The experiences of initiating common reading programs on two different institutional campuses based on institutional type, geographic location, campus cultures, and different levels of personal awareness provided me with different interpretative lenses about partnerships between student affairs and academic affairs. Similarities between the partnerships included: both had dedicated funds towards facilitating the reading, but one was grant funded and the other was using shared financial resources between orientation and first-year programs and making the book a part of a course so that students bought the text, both committed resources to

bringing the author to campus to engage with students, undergraduate students served on the book selection committee at both institutions, both sought faculty from different academic disciplines to contribute to the dialogue about how a particular book was selected. Philosophically, both programs infused a value around selecting texts that encouraged students to look at one's own identities in relation to learning about people who are different from themselves.

There are complex differences and challenges between the ways the partnerships functioned as well. For instance, in both partnerships as the co-facilitator of the groups my colleagues in student affairs and I assumed the administrative behind-the-scenes roles in making the common reading initiative come together. The faculty viewed their roles as offering the conceptual and knowledge base for the book selection choice. The challenge with this perception is that student affairs could be perceived by faculty as having the less significant role. By sharing experiences from co-facilitating common reading programs at Marquette and UNC Charlotte, similarly to conducting a literature review, I am sensitizing myself to possible themes that might emerge in the study of student affairs and academic affairs partnerships in this study. To this end, another student affairs and academic affairs partnership I engage with around diversity initiatives connects with the ways I conceive of my study as well.

Task Force on Inclusion: Academic Affairs and Student Affairs Partnerships around Diversity Initiatives

The complexities of the phenomenon surrounding academic affairs and student affairs partnerships around diversity initiatives includes my own ongoing

reflection about my multiple identities and the biases and assumptions I bring to investigating complex phenomena around partnerships. A particularly rich experience I have been involved with since 2007 is the 2007-2009 ACPA Presidential Task Force “Engaging the Complexities of Difference: What Does Inclusion Really Look Like;” the task force is officially complete but subcommittees have been continuing to work together as of 2011. A mentor of mine from my master’s program invited me to participate in the task force when I was a full-time practitioner at UNC Charlotte. The richness of the task force was the bringing together of practitioners and faculty members in higher education and student affairs. For me, my involvement with the task force bridged my own transition between full time professional and full time doctoral student.

I entered the first meeting of the task force with curiosity, some feelings of intimidation and uncertainty about what might unfold. The decision to be vulnerable with the group of professionals started quickly in this setting. The initial meeting of the task force included, after receiving reflection questions in advance of the meeting, answering why we agreed to be a part of the task force and what is it about our lived experiences and identities that bring us to the work. As a woman identifying with privileged identities such as White, heterosexual, and able-bodied I discussed how my identities are sometimes barriers for me when looking at issues of privilege, power, and oppression; at times I overlook how some of my identities intersect in particular situations. The Task Force as a whole shared a passion for the liberation of self and others through the ongoing work of investigating the intersections of power,

privilege, and oppression to create change in systems of higher education and more inclusive environments for students, faculty, and staff to learn.

As a task force we operated from the premise that each person contributes to the problems of inequities and that each person can be a contributor to solutions regardless of the social identities one possesses (Arminio et al., 2012). The work of the particular task force for me personally has been one of the most influential professional partnerships I have been a part of to-date. The success of this partnership for me included critical elements such as: a willingness to be vulnerable especially from the onset of the experience, a willingness to question each other about academic, professional, and personal decisions we make when engaging in issues of privilege, power, and oppression, a commitment to working together in writing a book where co-authors for each chapter come from different institutional, professional, and personal backgrounds, and hosting sessions at American College Personnel Association (ACPA) conventions where difficult dialogues between educators occur when issues of power, oppression, and privilege arise (Arminio et al., 2012).

Albeit the snapshot nature of sharing three partnerships I engaged with is incomplete, the examples illuminate the complexities both explicit and implicit that emerged when working on a shared initiative between student affairs and academic affairs. Thus, the examples sensitize me to the forthcoming complexities of gathering data from participants who will have rich data to share regarding the American Commitments Project. Next, I share some of the ways my biases inform the study.

Addressing my Biases

I believe individuals cannot do diversity work well without doing one's own work first (Arminio et al., 2012; Rhoads & Black, 1995; Tanaka, 2002; Tierney & Rhoads, 2004). I continue to strive to understand how my multiple identities shape the way(s) I work as an educator with people who possess both similar and different social identities from my own (Abes et al., 2007; Jones & McEwen, 2000; Rhoads & Black, 1995; Tanaka, 2002; Tierney & Rhoads, 2004). The complexities of this study included a willingness for participants to not only look at their own biases and assumptions about partnerships around diversity initiatives, but as the researcher presenting the findings from this study, I looked at how my identities influence the interpretations of the data (Charmaz, 2006; Jones et al., 2006).

The purpose of the study was to gain multiple perspectives about how partnerships unfolded around diversity initiatives. Although intentionality was given towards gaining perspectives from individuals identifying from different racial, ethnic, gender, and other social identities, careful attention was made not to essentialize or assume that individuals were representing or speaking for particular identities in the research (Fine, 1994; Jones, 2002; Tanaka, 2002). The use of an inquiry auditor and peer debriefers was intended to deepen and question the interpretations I made of the data garnered in the study (Glesne, 2006; Jones, 2002; Jones et al., 2006).

I kept a researcher journal throughout the duration of the study to examine my own thoughts and feelings as the study unfolded (Jones et al., 2006). As a researcher operating from a constructivist epistemology (Charmaz, 2006; Creswell, 2007; Jones

et al., 2006) and influenced by the social justice theoretical perspective (Charmaz, 2005), I investigated the tensions that arose between looking at the systems of power, privilege, and oppression on a particular campus and then designing general education courses and co-curricular engagement initiatives as a part of the American Commitments Project. The tensions of the historical context of the institution and the meaning-making participants made about the campus challenged me as the researcher in the interpretation of the data. Armino and Hultgren (2002) addressed this tension by stating, “For example, it is not uncommon for participants statements to seem like contradictions. Being consistent with goodness requires that the research interpret (expose) the meaning of such oppositions and tensions” (p. 455).

Yet, my interpretations of the data were shaped by my lived experiences including: a woman, White, heterosexual, able-bodied, educated, upbringing in the Midwest, and spiritual. The lived experiences I brought to the study influenced my interpretative lenses in the constructivist study. For example, a person of color in the study may not initially be as comfortable talking with me, a White person, about current and historical issues of racism prevalent on the campus at the time of the American Commitments Project (Fine, 1994; Merchant, 2001; Zurita, 2001). A participant who identifies as a woman may feel more comfortable talking with me about issues related to gender currently or at the time of the American Commitments project. I also considered that my comfort level with talking with student affairs educators might be stronger than my comfort level with academic affairs educators because I might empathize better with their lived experiences by drawing on my experiences as a student affairs educator. Simultaneously, as a doctoral candidate I

considered that I might empathize better with academic affairs educators with research agendas to pursue. I could not predict the levels of comfort participants did or did not feel in regards to sharing issues of power, privilege, and oppression with me as a researcher. Yet, I continually reflected in my researcher journal about the dynamics that arose between the participants and me in the study (Fine, 1994; Jones et al., 2006; Merchant, 2001; Zurita, 2001).

My Relationship with AAC&U and American Commitments

I am situating the study from the American Commitments Project of the 1990s and early 2000s. My strongest relationship with AAC&U came from working with professionals in the Diversity, Equity, and Global Initiatives office within AAC&U. In the summer of 2010, I interned in the Diversity, Equity, and Global Initiatives (DEGI) office with AAC&U and I continued to do some consulting work for AAC&U in the summer of 2011. One of the projects I focused on in the summer of 2010 related to understanding the longer-term influences of the American Commitments Project because professionals at AAC&U are interested knowing whether or not the project has lived on or changed into something else. As I worked with expert nominators to select the sample for this study, I continued to consider how my interactions with individuals at AAC&U influenced this study. The expert nominators from AAC&U were critical to facilitate building rapport between participants and me, while the process I identified to review archived files from the 11 campuses nominated and then to winnow these down to the four campuses selected helped to create balance between nominations and information gleaned through document analysis.

I aimed to form relationships with the participants in which the participants were open and willing to share the process of how the partnership around American Commitments formed and how their own multiple identities shaped that process (Abes et al., 2007; Jones et al., 2006). However, my visible and invisible social identities may both have strengthened and/or inhibited participants' willingness to share the politics and "isms" troubling the campus at the time of the American Commitments or to-date. My role as the researcher is to tell the stories of the participants while also recognizing the social justice objectives of the American Commitments project in action (Charmaz, 2005). Thus, part of the complexity of this study was recognizing that participants were asked to share how one's multiple identities shaped the process of diversity initiatives. My rapport with participants seemed stronger due to the expert nominators preformed relationship with participants (Glesne, 2006).

Summary and Conclusions

Chapters one, two, and three served as roadmap for conducting this constructivist grounded theory of student affairs and academic affairs partnerships about diversity initiatives (Charmaz, 2006). The first three chapters established a case for the need for an emergent theory about how student affairs and academic affairs partnerships about diversity initiatives developed. This study served to fill a gap in the literature and provided an intended outcome of an empirically based theory about partnerships between student affairs and academic affairs.

CHAPTER IV: FINDINGS

The purpose of this study was to investigate the process educators involved in American Commitments employed to form partnerships between academic affairs and student affairs in regards to diversity initiatives in the 1990s. The research questions included:

1. What are the critical influences of the process for developing an effective partnership between academic affairs and student affairs? Critical influences may include environmental and/or personal factors that contribute to the development of the partnership between educators from academic affairs and student affairs.
2. What can be learned from educators, faculty and administrators from both student affairs and academic affairs, involved in American Commitments about how to formulate partnerships between academic affairs and student affairs?
3. How do educators' own perceptions of their multiple identities influence their work about implementing diversity initiatives?
4. How, if at all, has involvement in American Commitments currently shaped the way(s) educators create partnerships between academic affairs and student affairs?

In the data analysis process, I generated 5,565 in vivo codes by coding the participants' transcripts line by line. The constant comparative method led to narrowing the in vivo codes to 100 focused codes. As I refined the focused codes by comparing concept to concept, the core category and seven key categories emerged as

the elements of the emergent theory; the emergent theory is a *Cycle of Making Continuous Commitments to Diversity and Inclusion*.

This chapter is divided into three sections. The first section provides four campus portraits of the institutions involved in this study and participant profiles. In the second section, an overview of the grounded theory that emerged from this study, *Cycle of Making Continuous Commitments to Diversity and Inclusion*, is presented. The cycle reflects the sequence of considerations and actions educators take when reacting to the first key category, *issues of exclusion brewing on the campus for faculty, staff, and students from diverse backgrounds*.

The subsequent four key categories include the critical influences leading to partnerships between academic affairs and student affairs about diversity initiatives as a result of *issues of exclusion brewing on the campus*. The four key categories include: *taking cues from the mission, leadership architecting, involving the social gadflies, and AAC&U as a catalyst*. The way academic affairs and student affairs educators elect to act reflects the type of partnership that develops. The three types of partnerships that emerged in this study are depicted by three unique *pathways to partnership* in the cycle, the sixth key category. The pathways in the cycle are *complementary, coordinated, and pervasive*. The participants reflected on the influence of partnerships between academic affairs and student affairs in regards to diversity initiatives on the formation of subsequent partnerships between academic affairs and student affairs on their respective campuses. The *outcomes* related to diversity and inclusion goals as a result of the partnerships between academic affairs and student affairs the educators formed is the seventh key category.

The participants described how developing a partnership between student affairs and academic affairs on their respective campus was an *iterative process*, the eighth key category. Additionally, the participants shared how the nature of the *cycle* is repetitive because when new issues of exclusion or old issues resurface on a campus, educators may elect to employ a different type of partnership to respond to the issues. Therefore, the educators move through the sequence of the *cycle* to determine the pathway or type of partnership to employ. Thus, educators' work of making the commitment to diversity and inclusion is never-ending. The third section of this chapter offers a thorough rendering of the evidence to support the components of the emergent theory, the *Cycle of Making Continuous Commitments to Diversity and Inclusion*.

Campus Portraits

The four campuses selected for this study reflected the wide range of institutions representing different institutional types that participated in the American Commitments Project sponsored by AAC&U, but AAC&U perceived these campuses as having effective partnerships between academic affairs and student affairs. The following campus portraits provide a profile of the institution as well as the participants involved in the American Commitments Project on each campus. I reviewed archived files from AAC&U to understand the ways educators at each institution represented themselves and their work about diversity initiatives. The combination of this information coupled with short profiles of the individual participants provides a descriptive picture of the campuses investigated in this study.

The theoretical analysis unearths how participants from academic affairs and student affairs worked to implement diversity initiatives on campus; details are outlined in later portions of this chapter. In this section, the goals each campus articulated in written documents to AAC&U and in the interviews are outlined. The purpose of outlining the goals each institution created in regards to diversity initiatives is to understand how (or if) the priorities are implemented in practice in this grounded theory. In terms of compositional diversity, all of the participants emphasized the importance of recruiting and retaining faculty of color and students of color as part of their diversity initiatives in relation to increasing compositional diversity. Therefore, when available, institutional profiles from the campus websites as well as data from the archived materials are used to supplement the information provided in the portraits.

The portraits are organized by first offering a description of the campus and the priorities for diversity initiatives outlined during the time of the American Commitments Project. Next, the participants from each are described in a brief profile. I selected pseudonyms, names of trees, to represent the four campuses in order to protect anonymity. In this vein, participants also selected pseudonyms to protect their anonymity. All of the participants reviewed their participant profiles as part of the member-checking process. I generalized position titles such as “a dean” rather than “associate dean” as a measure of aiming for participant anonymity. However, I altered narratives if participants made any suggestions during the member-check process. If a participant preferred that I use specific titles rather than a

general term, I honored the participant's preference. The four campus portraits are presented in alphabetical order.

Birch College

Birch College is a small, independent campus located in the northeast; the institution is affiliated with the Presbyterian Church (Birch archives). The student enrollment is about 2,000 students. The class sizes are small as most classes average about 14 students. There are currently 181 faculty members teaching at Birch (Birch archives). In the late 1980s, prior to American Commitments, Birch used a state-funded grant to aim toward the goal of creating a clear and united multicultural mission at every level of the institution (Birch archives). The mission of the institution included educators aiming to bring out the best in each student and prepare him or her to succeed in a "multiracial, multicultural society" (Birch archives). One of the primary activities included all faculty members studying their own disciplines through the lens of diversity. In this vein, a Teaching and Learning Center was established to continue faculty development in teaching after the grant money expired. The institution went through an extensive recruitment process of faculty of color (Birch archives).

At the time of the project the student population included: "45% African American, 40% White, 10% Latino, 3% Asian, and 10% international" (Birch archives). By 1995, during the time of American Commitments the percentage of faculty of color increased to over 20% (Birch archives). The student population at Birch is predominantly Black. The work of diversity at Birch College is described as the "essence of the institution." The Birch American Commitments proposal stated,

“Pluralism is addressed in both the curriculum and co-curriculum, with leadership from the president, the vice presidents for academic affairs and for student affairs, and from the faculty and staff.” The individual participants from Birch were:

Rachel. At the time of the Project, Rachel served as the team leader for Birch in her role as an Associate Dean for Academic Affairs. Her true passions are “rooted in the teaching and learning projects, and in grants, in projects to transform certain areas, always sort of the ... role of making it possible for people to do their best work.” She came to Birch as an adjunct and part-time administrator in Continuing Education where she rose in ranks in both dimensions of teaching and administration in her work. After rising to the rank of Dean of Academic Affairs, a post she held for 11 years, she returned to the classroom in the English department as professor where she currently works. Rachel is a White woman and poet whose discipline is rhetoric and writing.

Charlotte. Charlotte was a history professor and Africana Studies instructor at Birch at the time of the project. Charlotte studied sociology at the undergraduate and masters level and African American studies for her doctoral study. She said that her career path “sort of happened to her.” In an attempt to study different cultures from her own after adopting children from Ecuador, she took an African American studies course at a local college that ultimately started her on a journey toward doctoral study in that area. Through connecting with mentors along the way she taught at an extension college of a city, directed a learning center at another local college for a couple of years, and then started teaching at Birch. Charlotte is currently

an Associate Professor of History and Africana Studies at Birch. Charlotte identifies as a White woman.

Robin. During the American Commitments Project, Robin was also the Coordinator of a Teaching and Learning Center and professor. He started as a professor teaching European Intellectual History but then came to Birch where he “reinvented myself as an American Labor Historian.” Robin is an emeritus Professor of History at Birch. Robin is a White man whose Jewish heritage is important to him from a cultural standpoint; he shared that he likes to argue vociferously for points that are important to him.

Jean. Jean, well respected across campus, served as the Vice President for student affairs at the time of the Project. Her tenure at Birch included serving as an Assistant Dean in Academic Advising, a Coordinator and Lecturer in the Interdisciplinary Freshman General Education, and Assistant Director for the Upward Bound Program. Jean’s background in American Studies led her on a rich career path at Birch. She never considered working in student affairs, but after being tapped for the Senior position that started as interim she later assumed a permanent position in the area. She is currently retired from Birch. Jean is an African American woman who also worked in fundraising as the Vice President for College Relations for the library at Birch.

Maple University

Maple University is a large research institution in the Midwest enrolling about 16,000 students (Maple archives). The university touted a strong commitment to undergraduate teaching and research in the Liberal Arts tradition. The mission

statement included a statement about the value of curricular and co-curricular engagement as contributing to students' learning. The mission statement was last revised in 2008 where more of a global learning emphasis was integrated. In the late 1990s the University developed a diversity plan. At the time of the project approximately 6% of the student body were students of color. The current enrollment of students of color is approximately 11% of the population (Maple archives). One of the participants in the study from student affairs, Jim, noted, "Because of the homogeneity of its students, incorporating respect for difference is especially difficult for Maple to confront as it seeks to improve its intellectual environment. Most students are White and upper middle class."

The description of commitment to diversity was described as educators cultivating appreciation of diversity in the college environment (Maple archives). The five participants from this campus are either still working at the institution or retired. At the time of the Project, the team leader expressed in reports to AAC&U that the goals of the program included: developing a new requirement in the general education curriculum that focused on diversity, creating a new cultural center, faculty and administrator development in regards to raising consciousness about the need for a more inclusive environment, implementing a multicultural council to work with the Provost, and developing clearer program assessment to see objectives are achieved (AAC&U archives). Further, the team leader Steve, an associate dean in arts and sciences at the time articulated:

The institutions that have been successful in changing campus climates have been those that link in substantive ways the co-curricular life of students with

the University's curricular initiatives. We must be sensitive continually that student affairs and academic affairs move together as partners in addressing these issues.

The participants from this campus affectionately referred to themselves as the "Brown Six" because six participants attended an AAC&U institute during American Commitments at Brown University. Five of the six members of this team were participants in this study. The participants from Maple included:

Steve. At the time of the Project, Steve served as the Associate Dean of the College of Arts and Sciences, Professor of Political Science, and the team leader for Maple. As a White and Jewish man, Steve's identity as Jewish is particularly salient for him.

Hallie. At the time of American Commitments, Hallie worked as an Associate Dean of Education and an Associate Professor. She was tapped for the American Commitments team in part due to her work developing a summer diversity institute for faculty. Hallie currently serves as Senior Student Affairs administrator at Maple. Hallie is an African American woman.

Jim. Jim served as the Senior Student Affairs administrator for Maple at the time of American Commitments. Jim conducted a workshop at the AAC&U institute about collaborating between academic and student affairs. Jim is now retired from Maple. Jim is a White man whose peers noted his ongoing support for working on creating safe places on campus for students of color and LGBT students.

Barb. Barb served as an Interdisciplinary Instructor at the time of the Project. Barb's educational background is in sociology and interdisciplinary learning. Barb is

currently an Associate Professor of Teacher Education. She is a White woman who focuses much of her research using the “organizing concept” of “dominant privilege” as she described.

Margaret. Margaret is retired from the University, but at the time served as an administrator and instructor on a regional campus. Further, she has also worked as a diversity trainer and a certified mediator. Margaret described herself as a woman of mixed ethnicity.

Oak University

Oak University is a large, public university in the Midwest enrolling about 23,000 undergraduate students (Oak archives). In 1991 the undergraduate student population was: “79.6% White, 7.3% African American, 3.8% Hispanic, 0.6% Native American, 8.8% Asian” (Oak archives). The primary objectives for this campus team involved with the American Commitments Project included: implementing a course in the general education focused on race and ethnicity; strengthening students’ civic engagement and learning through work in service-learning and intergroup dialogue programs; and engaging faculty in seminars about teaching diverse communities (AAC&U archives).

The institution emphasized in the proposal to be involved in American Commitments, “For democracy to function successfully in the future, students must be prepared to understand their own social identities, communicate with people who are different from themselves, and build bridges across cultural boundaries” (AAC&U archives). The objectives for Oak’s participation in the American Commitments Project included a keen commitment to collaboration because they

shared we “will accomplish more together than each one acting alone” (AAC&U archives). The articulation of institutional capacity reflected the ideas of improving collaboration across groups and devising structures to support the collaborations. The team members comprising Oak’s group included department chairs of faculty departments and directors of civic engagement programs, as these were the people poised to possess vested interest in seeing that the goals were accomplished.

Abu. Abu served as the team leader for the Oak American Commitments team. At the time of American Commitments, Abu was an Associate Provost and Professor of Music. His background originated from his scholarly research as an orchestral trumpeter and research in ethnomusicology. Abu is currently a Senior Academic administrator at Oak focused on diversity and the arts. He is an African American man.

Kelly. Kelly worked as an Associate Director for a center on research and teaching at the time of the Project. Her discipline stemmed from statistics and doctoral study in Higher Education. Kelly’s dissertation research looked at college student attitudes toward lesbians, gay men, and bisexual people and the impact of education and college environments on those attitudes. Kelly now operates a consulting firm affiliated with Oak that specializes in working with faculty and staff in regards to organizational change, faculty/staff relations, diversity, and leadership development of faculty. Kelly is a White woman.

José. José was a Director of a service-learning program at the time of the Project. José’s background was in social work. His job responsibilities were blurred between student affairs and academic affairs. At the time of American Commitments

he directed a program at Oak that integrated the sociology department, School of Education and student affairs in an undergraduate service-learning course.

Structurally, he was paid out of both departments. He is now an academic advisor and adjunct lecturer. José identifies as a Filipino American man.

Ramon. Ramon was an administrator in general education at Oak during the time of the Project. He also served a “brief stint” in an experimental dean role that combined academic affairs and student affairs. Ramon’s career at Oak was funded by both academic affairs and student affairs. He did considerable teaching and publishing because “those were things I care about.” Ramon currently works with a learning community. Ramon is a White man and identifies as Jewish.

Spruce University

Spruce University is a Catholic liberal arts institution. Located in an urban environment in the south, this institution enrolls approximately 2500 undergraduate students. The institution is also considered a Hispanic Serving Institution. In the early 1990s the demographic background of students included: “62% White, 25% Hispanic, 4% Black, 5% International, and 4% other” (Spruce archives).

The primary goal for Spruce’s involvement in the American Commitments Project was to redesign the general education program to align with the university mission statement emphasizing commitment to cultural diversity and social justice. Educators from this institution strived to prepare students to devise innovative solutions to social problems in society while relying on personal values like peace and justice in the process (Spruce archives). At the time, the faculty focused on creating a comprehensive general education program with a particular emphasis in the

study of diversity and social issues. The three courses provided opportunities for students to understand themselves and their own social locations in society. At the time of the Project the three areas Spruce identified as challenges were:

to build on our established diversity courses in general education as we move forward in redesigning the university envisioned in our institutional self-study, to increase the infusion of multicultural issues across the curriculum, and to coordinate diversity, multicultural initiatives in the curriculum with diversity initiatives in Student Services and other areas. (Spruce archives)

The participants at Spruce included:

Donna. Donna was the team leader for the American Commitments Project for Spruce. A sister of Notre Dame de Namur, she served as the Senior academic administrator at Spruce for ten years and is currently the Executive Vice President and senior academic administrator. Donna is a White woman.

Henrietta. At the time of the project Henrietta served as an Associate Professor in Criminology and Dean in the social sciences. Henrietta's educational background is in Sociology and Criminal Justice. She has background in dispute resolution in the local prison system. She currently serves as the Dean of the general education program. Henrietta is a White woman.

Don. Don was a sociology professor at the time of the Project. A social problems course he taught became the basis for a required course in the general education sequence in the cultural foundations cognate area. Don is an Associate Professor in Global Studies at Spruce. His educational background comes from social

work and special education. Don is a White man from the state where Spruce is located.

Jessica. Jessica served as the Director of the Theater Program at the time of the Project. Jessica's background is in acting as she came to Spruce as a professional actress. Her experience at Spruce for a summer internship led to a career at Spruce directing the theater, developing the capstone course manual, and teaching in the general education curriculum. Jessica is currently a professor in the general education program. Jessica is a White woman.

Elizabeth. At the start of the Project, Elizabeth served as a residence hall director at Spruce. During her tenure at Spruce she's "moved up the chain from residence life to student life, to Dean of Students" and into her current role as Associate Vice President in student affairs. She earned a master's degree in College Student Personnel and is currently working on her doctorate in Education. Elizabeth is a White woman.

The 18 participants all stayed connected with their respective institutions from the time of American Commitments to the present day. A few of the participants recently retired but maintained long-term engagement with their respective campus. The information in Table 4.1 summarizes the data from the participant profiles.

Again, the purpose of this study was to understand how the partnership between academic affairs and student affairs unfolded around diversity initiatives. I investigated the influences of the process along with the intersection of the perceptions of participants' social identities on the process. The following findings relate to the theoretical rendering around this phenomenon. The campus portraits

Table 4.1

Characteristics of Participants

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

provided a glimpse into the way participants from each campus articulated their goals for diversity initiatives and related to how those goals are congruent or incongruent with the emergent process.

Overview of Grounded Theory: Cycle of Making Continuous Commitments to Diversity and Inclusion

The primary research question in this study was to investigate how the process for formulating partnerships between academic affairs and student affairs developed through work with the American Commitments Project. Further, the study examined how participants' perceptions of their multiple identities influenced their work around diversity initiatives. The dynamic theory that emerged reflects the nature of individual and institutional continuous work around diversity initiatives.

The core category, "making commitments," or more specifically *making continuous commitments to diversity and inclusion* captured the never-ending work of building more inclusive campus environments for faculty, students, and staff from diverse backgrounds regardless of institutional type. The participants made and continue to make commitments to examining their own social locations in relation to people from different cultures and to examining the structures in society that inhibit people from equal representation in a democracy. Participants made commitments in their professional and personal lives to diversity and inclusion aims. Most of the participants in the study are retired from their respective institutions or still work at the campus studied; the length of service of participants demonstrated their ongoing commitment throughout their careers to building an inclusive campus.

The campuses where participants' worked also considered from an organizational standpoint how to continue making commitments to diversity and inclusion. Thus, the core category, making commitments, is the root of the *cycle* and how commitments are made moves the *cycle* from one sequence to the next. The emergent theory of the *Cycle of Making Continuous Commitments to Diversity and Inclusion* depicts the influences that issues of exclusion have on individual educators, teams of individuals participating in the American Commitments Project, and the resulting institutions' commitment to enacting diversity initiatives.

The core category permeated three levels of making commitments: individual educators, the educators as a collective team participating in the American Commitments Project, and the institution as a whole. Five key categories emerged as critical influences or factors leading participants to selecting a *pathway to partnership* between academic affairs and student affairs as a mechanism for addressing issues of exclusion on particular campuses. The critical influences are presented in sequential order on the *cycle* as: *issues of exclusion brewing*, *taking cues from the mission*, *leadership architecting*, *involving the social gadflies*, and *AAC&U as a catalyst*. The three pathways underscored the different ways that student affairs and academic affairs construct partnerships when deciding how to implement diversity initiatives. Within the *cycle*, individuals' perceptions of their multiple identities influence how they see the issues in the environment, similarly or differently. The participants' perceptions of their social identities influence on the process were episodic; particular experiences partnering with academic affairs and students heightened participants' perceptions of their social identities. The educators in this study were already

committed to the study of diversity as a way to view their respective academic fields as well as their own commitment to build more inclusive campus environments for learners where they work. The participants are social gadflies -- that is, someone who “persistently challenges people in power, the status quo, or a popular decision” -- or individuals who choose to unearth the ways issues of power, privilege, and oppression challenge educators on campuses from being inclusive of students and staff from different racial, ethnic, and other social identity groups (Retrieved from http://www.reference.com/browse/Gadfly_%28social%29). However, whether or not the social gadflies viewed issues of power and privilege permeating a distinction between academic affairs and student affairs influenced the type of partnership that evolved.

The process or *cycle* is iterative. New or the same issues of exclusion continue to perplex individuals and the institutions where they work. Therefore, the *cycle* leading to a pathway to partnership reoccurs. However, the dynamic nature of the process may lead educators down the same pathway or a different pathway to partnership when considering implementing diversity initiatives. The individuals themselves continue to make their own commitments to diversity in the *cycle* as well. Thus, the work of attending to the issues of exclusion on campus is a continuous process. Figure 4.1 outlines the *Cycle of Making Continuous Commitments to Diversity and Inclusion: Academic Affairs and Student affairs Partnerships About Diversity Initiatives*. The subsequent sections describe the key categories or sequence of the *cycle* and the process to select a *pathway to partnership* each campus undertook during the time of the American Commitments Project. The first phase of

Figure 4.1 Emergent Theory: Cycle of Making Continuous Commitments to Diversity and Inclusion

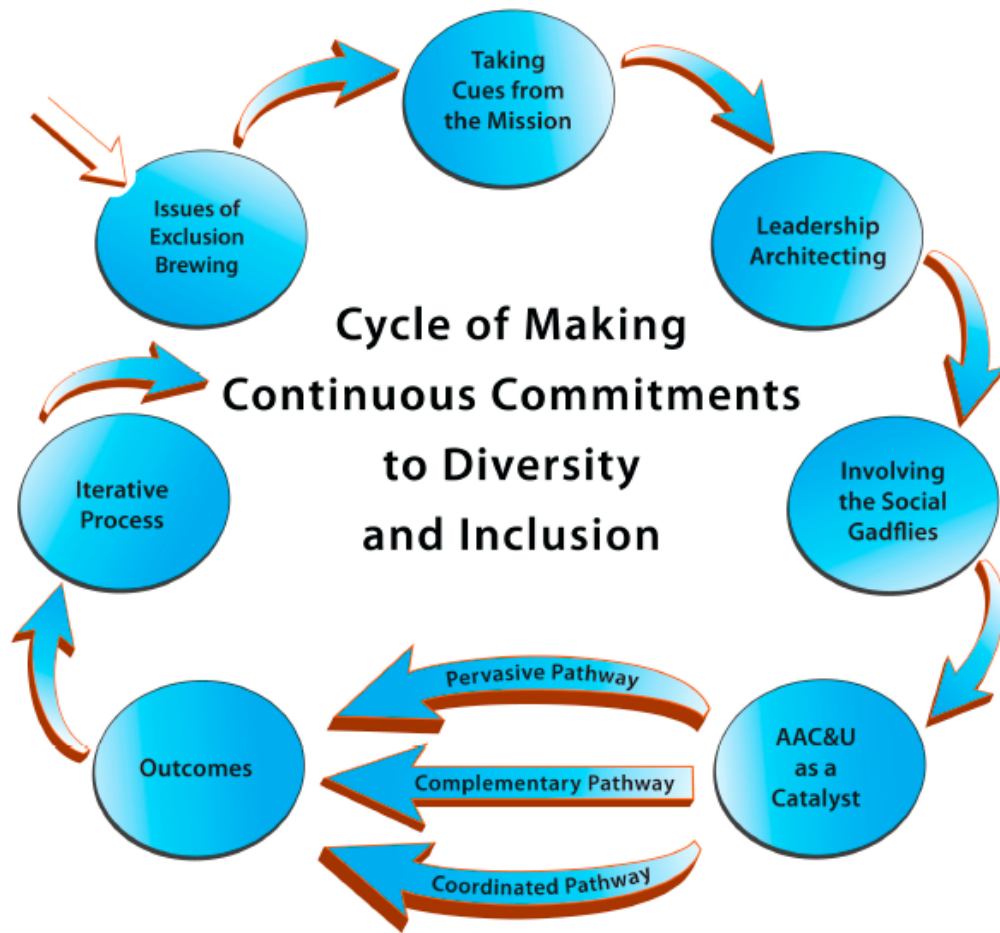


Figure 4.1. The emergent theory depicts influences on individual educators, teams of individual participating in the American Commitments Project, and the institutions’ resulting commitments to enacting diversity initiatives. The core category, making commitments, is the root of the cycle and how commitments are made moves the cycle from one sequence to the next. Three *pathways to partnership* between academic affairs and student affairs capture the type of partnerships used by educators: *complementary, coordinated, and pervasive*.

the *cycle* is *issues of exclusion brewing* on the campus. This phase initiates the movement in the *cycle* because educators on the campus consider the issues and figure out how to react.

Issues of Exclusion Brewing

The *issues of exclusion brewing* key category emerged from the data as a theme that encapsulated the ways participants described the issues related to exclusion of different individuals or groups “brewing” throughout their respective campuses in the 1990s. Some of the tensions festered in the environment prior to the 1990s but resurfaced in different ways during this era. All of the campuses acknowledged some sort of struggle around racial tensions (primarily that students of color felt unsupported in predominantly White environments) within the campus, between the campus and the surrounding community, or both. Students of color experienced discrimination in the campus environments and the students, faculty, and staff wanted change. The problems also focused on climate issues where groups such as students identifying as LGBT felt excluded in heteronormative environments. The issues included faculty and staff, particularly White faculty not operating from pedagogies inclusive of different racial and ethnic backgrounds from their own. Campuses questioned how the curriculum prepared (or did not) students to live and contribute to a diverse democracy. Further, the dearth of faculty of color and women on all of the campuses needed to change. Therefore, the campuses wrestled with how to transform themselves in order to build a more inclusive environment at that time.

The *issues of exclusion brewing* was apropos because as the participants in this study noted, the problems are not solved but rather continue to brew up to the

surface in different ways today. There are improvements, but each team of educators recognized the continuous commitment needed to address the “issues brewing” in their campus environments. The following section presents the particular *issues of exclusion brewing* in each campus as described by participants in the study. When archived documents substantiated participants’ claims, information from these files is included.

At Oak in the early 1990s, students protested that they wanted a more racially diverse student body. The protests came as a third series of demonstrations on this campus garnered a lot of publicity about the unrest of the students. The third wave of the student movements also included a call to administration that the retention of students of color on campus was poor. Three waves of the movement signified that something needed to be done at the institutional level to improve both recruitment and retention of students of color and especially African American students. As a response to student demands, the President of the institution issued the [Oak] Order, which authorized every division of the institutional system (i.e., academic departments, student affairs departments, and administrative offices) to make a commitment to recruiting and retaining students, faculty, and staff of color (Oak archives).

This strategic plan guided the work of the campus in the 1990s and coincided with the American Commitments Project (Oak archives). Participants all discussed the importance of the [Oak] Order as setting the tone for transformation. Ramon at Oak noted:

And a new president was appointed ... [who] made an intellectual analysis that for this institution to be successful in the future it would have to reconceptualize itself as a multicultural institution.

More specifically, José at Oak stated:

The research was pretty clear that, the communities ... (the) student body was (and still is) coming from are increasingly segregated ... the student body is getting Whiter and richer, and something needed to be done on the curricular, well something needed to be done university-wide to address those issues.

Kelly from Oak also addressed the importance of student voice in driving the development of the [Oak] Order and also pushing faculty and administration to consider diversity in more complex ways. She shared:

... the student definition was starting to push the boundaries beyond just the categories so especially racial-ethnic. So what was biracial, what was multiracial, and not just racial actually I think that that was a point where in terms of sexual orientation we're going to go past lesbian, gay, and maybe bisexual. We're going to actually know what bisexual means and go into transgender and all of that.

Kelly's point included that although the student movements focused on race, the student definitions of diversity went beyond race. The students recognized the nature of looking at diversity in complex ways and the implications of chilly climates for marginalized groups on campus. The [Oak] Order addressed the problems brewing around a chilly climate on campus. These problems were not unique to Oak.

At Maple, the institution was “struggling with the diversity dimension” according to Hallie. The participants noted that the paradigm used on campus came from a White and straight male dominated orientation and that the climate was particularly chilly for Black students and gay and lesbian students at the time. The “consternation” according to Steve from Maple about what they could do to make the campus more “open to ... diverse people from diverse ways of life” troubled them. Steve and Jim from Maple shared that educators worked on efforts such as faculty conducting seminars in the residence halls about topics (i.e. sexuality, gender, religion) and administrators promoting the development of a culture center. However a coordinated effort among departments on campus was absent. Jim shared that they needed to avoid “diversity clutter” and figure out a way to “stitch these [initiatives related to diversity] together.” “We wanted to help [Maple] hold a mirror up to itself and determine, what it saw in the area of climate composition, student, faculty and staff composition, and curriculum,” as Hallie from Maple explained. Hallie noted that those three areas really needed attention in a holistic way because she described that they “impact each other.”

The problems were exacerbated by hate crimes in the surrounding areas. Steve explained:

We had a, in 1998, a horrific hate crime on campus. A White and Black man were walking up town here and three people came out of the car, one with an ax handle and the ax handle like Lester Maddox kind of thing, yelled racial epithets and hit the White man in the side of the head and almost killed him.

Not only did vicious hate crimes occur but the campus climate was also chilly and marginalizing for historically underrepresented 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 shortchanged all students.

Further, Barb from Maple noted that senior surveys administered to students indicated students’ perceived lack of readiness to be successful in a multicultural world post graduation. The provost was concerned that the lack of diversity emphasis in the curriculum contributed to students’ perceptions of being unprepared to live in a multicultural world. The “monotonal” way of looking at the world through a lens of White and straight students stunted the progress of the campus according to Steve and the other participants. The efforts to alter the single way of seeing the world contributed to the efforts of the campus at that time.

At Birch, different types of issues of exclusion brewed. The campus underwent major financial duress prior to the time of American Commitments. In fact, the institution filed for Chapter 11 Bankruptcy. Issues brewed among the faculty and administrators because there was a legacy of tenured faculty being fired when the campus was under such financial trouble. The population of students at Birch included a predominantly Black student body and “lower class and lower middle class and poor class ... Latin, African American, and White students” according to Jean from Birch. The admissions staff tried to recruit upper middle class White students to matriculate because administrators perceived that such students could provide a

financial response to the challenges the campus faced, but the new president arrived with a different perspective. The new president took the helm to counter past problems with a new attention to the value of the diverse student body and rehired faculty and administrators fired from the previous administration. Jean from Birch elaborated on the perspective of the new President:

He looked around and he said this [diversity] is our strength and college, other college campuses, would love to have this kind of diversity on their campus.

So this is something that we should embrace as opposed to trying to change.

And that was the beginning of our work.

Because issues at Birch centered on conflicts between faculty and staff, *the issues of exclusion brewing* at Birch unfolded differently from the other campuses. First, due to the previous administration, Rachel from Birch shared, “The legacy was administrative-faculty conflict and bitterness.” The faculty perceived that the students in their classes were not as prepared for the college level as students they taught in previous institutions. Further, the faculty recognized that they were ill-equipped to teach students from cultural and racial backgrounds different from their own. The predominantly White faculty members taught students of color and many first generation college students. As Charlotte elaborated, Birch’s faculty members, not its students, were the ones who “lacked experienced with diversity.” Charlotte said:

Many of those students are ... they're immigrants, they're coming from mixed communities, they're coming from mixed families where they have White relatives, Latin relatives, Native American relatives, you know, the whole mix is there. And so many times I feel our students are really quite conversant with

some of the issues of diversity in more personal ways often than our faculty are.

Therefore, Charlotte illuminated that the students are more prepared and “conversant” with diversity than the faculty and not just “different” from the faculty. Therefore, Rachel from Birch explained that faculty cared about students and recognized shortcomings in teaching. Because the faculty’s own experiences in the classroom in college sometimes differed from their students Rachel shared, “their model of what college was like from personal experience was not familiar, or, you know, not immediately transferable.”

Robin from Birch continued that the faculty mentioned, “lots of embarrassment about, especially among White people, about looking, at one’s own self, and one’s own experiences, one’s own privileges.” To this end, the faculty “wanted to figure out what these changes meant if people learned differently because of cultural backgrounds” as Rachel from Birch described. Thus, a notion that faculty needed to relearn their particular disciplines for the “content perspectives of race, ethnicity, class, gender” and consider different pedagogies and methods to reach students emerged as Rachel shared. Further, a need existed to recruit and hire more faculty and staff of color. Jean noted that faculty like Robin recognized that different teaching methods needed to be used and:

student affairs professionals were revising the kinds of activities and programs that they offered, but we were doing this sort of helter-skelter and sometimes in isolation and since there was no campus-wide effort one hand didn’t necessarily know what the other one was doing.

The sentiment that faculty and staff needed to transform themselves to meet the needs of the students at the institution, foreshadowed the work of the faculty and staff through a state-wide grant prior to the time of American Commitments and during American Commitments.

Spruce University, like Birch, also dealt with difficult financial problems. The religious order running the institution was plagued with poor financial management. Oftentimes, they sold pieces of land to recuperate lost operating budget monies.

However, at Spruce University, 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. The words in the mission statement promoted that students understand themselves better if they investigate the values and “legacies” of their own cultures and the cultures of different groups (Spruce archives). 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?

The problem as Don stated was that a student could go through the curriculum without learning anything particularly about diversity. A need existed to create shared learning outcomes and more specifically learning outcomes about diversity.

Therefore, the chief academic affairs officer mandated that faculty redesign the general education curriculum to meet the goals. Donna from Spruce noted:

And out of the vision of the faculty, and I would argue that in some ways the students had taught the faculty the necessity of this because we have a diverse population, and you couldn't teach East Coast male American History anymore. You needed to teach all of the Hispanic American and Asian American and African American and Native American etc.

Donna further noted that courses like British Literature and Shakespeare could count as international perspectives courses in the previous general education program. She said that although courses like the aforementioned ones could be taught through multiple lenses, she surmised that the English department was not teaching international perspectives. Thus, her example further explained how students could traverse the curriculum without attention to "minority history" as Donna called it. Similarly to Birch, the example that the faculty needed to know minority history but did not necessarily have the disciplinary background served as an impetus for the curriculum redesign. Further, Jessica from Spruce noted:

since we're a Hispanic Serving Institution and we didn't have very many Hispanic faculty members, nor did we have very many African-American, or you know, we tended to have a kind of predominantly White faculty, so I think there was a general feeling that that was important.

Related to the identity of the campus as a Hispanic Serving Institution (HSI), the campus continually worked to educate students whose parents are migrants. Each year over 35 students, whose family members are migrant farm workers in nearby communities surrounding the campus, were admitted to Spruce. Additionally, the

institution wanted to think about mechanisms to better educate students from migrant backgrounds and for current students to learn from those students' experiences.

Participants shared that diversity of thought and diversity of people were both assets to the campus environment. When practices in the environment threatened diverse assets, issues of exclusion arose. Therefore, making a commitment to building more inclusive environments surfaced as a priority. The educators from each campus believed that issues related to diversity on campus were often difficult to navigate, but that they mattered. Because diversity mattered, approaches to implementing initiatives mattered as well. As Hallie from Maple noted:

There's something to say for, I don't want to call it a crisis because it's not a crisis but ... incident or some task. There's something to say for how that can galvanize and help people move forward.

Thus, the "issues of exclusion brewing" catalyzed educators to make forward movement in the cycle of making commitments. Educators recognized that the issues did not allow students to thrive in the campus learning environment, nor were students prepared to act in a diverse democracy. At this point, the sequencing of the cycle from the *issues of exclusion brewing* to *taking cues from the mission* was incited; depicted by the arrow between the key category of *issues of exclusion brewing* to the key category *taking cues from the mission* in Figure 4.1. The educators at each institution looked to institutional documents to understand what values the institution espoused and how the issues of exclusion brewing threatened those values. The mission statements offered cues about the values the institution touted; in this case, commitment to valuing diversity was a prevalent theme. However, educators

questioned if they were living up to the mission. Therefore, the next phase of the *Cycle of Making Commitments to Diversity and Inclusion* considered was an *in vivo* code that emerged from Elizabeth, who said, “I take my cues from the mission.”

Taking Cues from the Mission

Taking cues from the mission triggered the cyclical nature of educators making a continuous commitment to diversity and inclusion. The participants described three dimensions in regards to taking cues from the mission. One aspect was doing the diversity work because it aligned with the actual mission. The mission statement at each campus provided a framework for defining diversity. The definition of diversity used also signified to the educators at each campus what was and (was not) happening on the campus to meet goals related to the educational experience the students may obtain at a particular institution. Secondly, participants formulated a personal link based on their perception of the institutional mission as well. Many participants bought into the mission of the institution and therefore when working at an institution that adopted a philosophy of making commitments to diversity, it was then easier for participants to see congruence between their own values of making continuous commitments to diversity with the values espoused by the institution. The final dimension included “making a commitment” to altering the actual mission statement of the institution to infuse the language of making a commitment to diversity when needed. The act of transforming the actual mission statement itself was a means for propelling the campus further into the *Cycle of Making Continuous Commitments to Diversity and Inclusion*.

Diversity Aligning with the Mission

Multiple definitions of diversity were used in the actual mission statements at the four campuses. Given the differing institutional types, the commitments to diversity incorporated in each mission statement also differed. At Spruce the mission came from the Catholic tradition of its religious order. Donna from Spruce shared that the “Brothers commitment is to not proselytizing but honoring the values that are shared across diverse” people. She further shared that this meant that Spruce does not apologize for being Catholic nor do educators intend to convert students who do not identify as Catholic to Catholicism. Rather, the mission of the religious order includes the value orientation of social justice, commitment to understanding international perspectives, and risk-taking (Spruce archives).

At Spruce, the educators conveyed how the Brothers called on the institution to do the work of preparing students to live in a diverse world, contributing to Catholic social teaching around social justice aims, journeying with other people, and respecting the human dignity of people. Henrietta from Spruce noted that as an institution in the South serving Hispanic students, one of the largest minority populations in the State, working with Hispanic students and predominantly Mexican American students also aligned with the mission. The Brothers traveled throughout the world and learned with people in different cultures. Thus, identifying as an HSI was also mission-driven for Spruce.

When accreditors visited Spruce and questioned the educators about how they were living up to the University mission, the constructive criticism affected the educators at Spruce. Henrietta included that the accreditors said there was no way to

“prove” where and how students make good on the promises included in the mission statement. Jessica from Spruce added:

Look at these things and figure out how we could live up to our mission in a more effective way, and maybe in a more just way, so that we are producing students who are going to be the kinds of leaders that we want them to be.

Leaders in a diverse society who can speak for not just White people, but all kinds of people. Not just straight people, but you know, all kinds of diversity.

Therefore, when educators recognized through the accreditation process that the actual mission of the institution was not upheld as well as it could be, they reacted to the feedback by making a commitment to transforming the general education curriculum in a systematic way. Don from Spruce noted that students could take a “smorgasbord” of courses that might not engage students in understanding their own identities, particularly in relation to those who were different from them. As a result of transforming the general education curriculum, Henrietta from Spruce concluded, “We now know exactly where we cover and measure and everything else [in the curriculum] what happens on the mission statement.” Henrietta further addressed that educators measure how students make academic gains in relation to the general education curriculum over the course of four to five years predominantly through the use of rubrics.

The *taking cues from the mission* related to Birch, a Presbyterian college, in terms of meeting the teaching needs of the institution and meeting the needs of students in the classroom. Jean from Birch noted that the passion for the student learning motivated the educators and doing work that advanced the University’s

mission was noteworthy. The actual mission related to looking at the student from a holistic perspective. In this case, the cues from the mission connected to faculty and staff in a direct way. Rachel from Birch elaborated that there were faculty and staff, “rowing in the same direction and I think that some of it had to do with, ah, some of key members of administration having mutual respect.”

With regards to Oak, from Roman’s perspective the actual mission was a representation of making an institutional commitment to diversity. The mission connected the commitment from the “sort of buying into it was going with the university mission, sort of following the president’s lead, and also just, you know, lead from lots of people, students, faculty, there was a lot of support for it.” Ramon from Oak recognized a ripple effect of the mission in that the president connected with the statement in the [Oak] Order and in turn the faculty, staff, and students wanted to buy into the institution “making commitment” as well.

Finally, the actual mission of Maple related to its “student-centered” philosophy as a public university committed to liberal arts education (Maple archives). The Maple mission statement focused on educators preparing students to contribute to society as “engaged citizens” who apply the knowledge and skills they obtain through education at Maple (Maple archives). The problem Margaret and Hallie stated was that at the timeframe of the American Commitments Project the mission statement missed explicit connection to diversity and inclusion goals. Thus, the educators from Maple wanted to alter the actual mission statement to reflect commitment to diversity and inclusion.

Making a Personal Connection with the Mission

Participants took personal cues from their perception of the mission in regards to making commitments to diversity and inclusion as well. Sometimes the personal cues related to ways educators experienced being acculturated into a particular institution based on the mission. More often than not the mission already aligned with participants' beliefs about diversity and making continuous commitments to the values of diversity and inclusion. Jean from Birch alluded to the dimension of linking the mission of the institution with her own mission by sharing:

It could not have been for the money because it doesn't pay well, it didn't anyway 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 and if so if we're going to be effective we have to work at understanding each other. So that was you know something that I had always tried to do.

Elizabeth moved to Spruce from the Midwest. She described the experience of taking to the mission quickly as a new professional at Spruce. She explained:

I had to understand what the Brothers ... were about, and you pretty much, even though it's not a, it wasn't a formalized codified process here at [Spruce], you knew about mission within days, if you didn't know before you came to the institution. The Brothers ... really kind of influence how we approach diversity. It's in our mission statement. 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.

The mission aligned with the way the participants approached the work of making commitments to diversity and inclusions. However, some individuals considered the personal connection to the mission in different ways. Robin at Birch said, “Some people looked on our mission as, as a kind of uplift. We talked about it that way. Ah, I didn’t see it that way.” He saw the mission as a statement about the commitments of the institution, but the “uplift” comes from the work an educator does to actually live out the mission from Robin’s perspective. Steve at Maple also talked about the mission in this way because the individuals on campus are the people who lived out the mission. He mentioned:

They have something inside of them that makes them fiercely want to achieve their, their mission in life but they do need to have somebody recognize that when they do achieve their mission that they do achieve their mission.

The point Steve at Maple made that elaborated on Robin’s point from Birch about action is that individuals needed recognition from colleagues that they achieved a goal or goals. Thus, some participants connected their perception of the mission to their work around diversity and inclusion in personal ways. However, some educators embarked on transforming the actual mission to include the values of diversity and inclusion when missing.

Transforming the Mission for Diversity and Inclusion

The final dimension of *taking cues from the mission* related to transforming the actual mission statement as a component of “making commitment” to diversity. Some educators acted as agents of change to facilitate amendments to how each campus espoused a commitment to diversity through the institutional mission

statement. Thus, *taking cues from the mission* included an action component of altering the actual mission to meet the needs of diversity claims, or altering practices in order to meet the mission.

For example, at Maple the institution worked to construct a diversity statement because the actual mission did not contain one. Some educators articulated a need to create a mission statement that was more reflective of the work that they were trying to do there. The diversity statement now includes a description of how the Maple community is enriched by faculty, students, and staff from diverse backgrounds and that learning from one another's backgrounds supports the university's mission (Maple archives). The statement also includes information that acts of discrimination and harassment will be "challenged swiftly and collectively" by administrators following the practices outlined in the policies and procedures of the University (Maple archives). Barb at Maple articulated that it was important to demonstrate congruence between the stated mission and practices of the University: "Universities that step up and articulate their values, or their connection between their stated missions ... mission statements and their practices ... they're pretty much safe, I think." Barb meant that a university is "safe" when it articulates commitment to diversity and inclusion, but at that time Maple did not explicitly articulate that commitment. However, Maple was not "safe" as Barb described because at the time of American Commitments a diversity statement did not exist.

Therefore, Hallie and Margaret at Maple decided to craft and present a diversity statement to the faculty senate at Maple through their committee work during the timeframe of the American Commitments Project. The process of seeing a

gap at the university where commitment to diversity could be stronger and strategically figuring out a way to implement a change is how making a continuous commitment to diversity can take shape. In the case of Hallie and Margaret, their perception of their social identities and the identities of the members of the university senate intersected with the ways they proceeded to enact change in regards to the diversity statement on campus. Further, understanding how to use the politics of the campus in a way that facilitated the passing of the diversity statement versus blocking their work due to resistance from the faculty leadership occurred as well. Hallie noted, “Nothing ever gets through senate. Nothing ever gets through the governance process here at [Maple]. And I tell you, I could still, I’m almost having PTSD right now having flashbacks with [Margaret].” There are reasons why Hallie described the process as traumatic from her perspective.

Hallie and Margaret worked tirelessly to create a diversity statement with members of the American Commitments team and other educators on campus working on the committees focused on composition, curriculum, and climate. Hallie and Margaret noted that the momentum from the provost’s development of committees to work on different aspects of diversity as well as their involvement with American Commitments helped to facilitate the process. Hallie indicated that the timing of passing a diversity statement was also essential. She shared:

And so ultimately, the campus began to say ‘well of course we have to have a diversity statement’. I mean if we could have and now in hindsight 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 that time.

There are reasons the conversation did not occur before this time. Margaret discussed how her perceptions of race and power intersected with the particular scenario. The majority of the faculty senate included older White men. The committee working on the diversity statement was comprised of all Black people except for Margaret who identifies as mixed ethnicity but Margaret said people perceive her as White. The premise of the diversity statement emphasized "respect for human dignity" and Margaret and the committee members evaluated statements from peer institutions to draft the statement. When Margaret and Hallie presented the statement the reaction from the senate members was that they wanted a harsher statement that essentially stated that if people on campus did not comply with the statement that they would be kicked out of the institution. Margaret noted the how the senators failed to recognize their power and biases in the scenario:

They wanted to deal with it in a very harsh way and it was pretty much the White guys, the big, big name, I mean you know, I sound so biased but there were some faculty members who were, I guess they wanted to show how nonracist they were by showing how tough we should be. And we were trying to make the point that this is about learning and that people are in different stages and that we need to be able to engage with each other in order for us to

actually have a positive outcome. You can't ... if you're PC all the time no one knows where you really stand and you're not going to learn.

The power dynamics that Margaret at Maple noted that the senators seemed to miss involved the perceptions of the committee members in regards to the presentation of the statement. Margaret noted that they were "in the peanut gallery." Everyone in this gallery were Black people except for Margaret, and she stated that the senators did not consider how they were reinforcing a dominant privilege dynamic that White people in power portrayed themselves as the people with all the answers or saviors for the people from underrepresented groups on the campus. Margaret at Maple perceived that the White men did not want to appear racist and therefore stated that the diversity statement Margaret and Hallie presented did not go far enough because it did not show "how tough we should be" as if stating there should be a no tolerance policy for discrimination and bias. Hallie and Margaret noted that everyone is biased and the Maple environment is a place to learn more about one's biases and assumptions in order to think differently about issues of exclusion. Margaret further observed:

If I were an African American member of the committee I would have gotten the impression that they didn't think I was smart enough to write this ... they were not at all aware of what was going on around them. It was amazing.

The experience Hallie and Margaret negotiated at Maple happened in a strategic fashion. As Hallie noted the diversity statement was originally designed to run parallel with the mission statement because if they "went for the jugular" they "were likely to get backlash." The experience Hallie and Margaret faced with the senate

signified to them that academic leaders sometimes missed looking at their own biases and assumptions when considering issues of diversity and inclusion. Hallie and Margaret noted that the faculty senate was missing the point that the diversity statement meant all members of the Maple community needed to look at their own biases and assumptions about people who were different from themselves in order to build a more inclusive campus environment. The diversity statement was a way to engage the campus in the continuous work needed. Therefore, starting with the diversity statement was an incremental change. However, now the diversity statement is “woven” into the mission statement as she elaborated. Hallie and Margaret discussed that the institutional culture needed to be ready to have dialogue about diversity. Hallie included that there are “pivotal moments” when a campus is ready to have conversations about diversity. Hallie summarized this idea as:

I think for me that was a game changer because it signaled to me wow [Maple] is finally ready for these kind of conversations. I think we’re really getting it in terms of why it’s important for this institution to adopt a statement that stands for what we believe in around diversity issues. Now when you think about it we have a university mission statement that has diversity all in it.

Thus, the mission statements signaled to educators: the values the institution claimed in regards to diversity and inclusion, the congruence between the educators’ perceptions of statements and the educators’ personal values pertaining to diversity and inclusion, and the absence of clear statements marking commitment to diversity signaled to the educators that transformation of the actual mission statements was

needed. Therefore, *taking cues from the mission* included all three dimensions for participants in this study. Within the sequence in the *Cycle of Making Continuous Commitments to Diversity and Inclusion*, the *issues of exclusion brewing* and incongruence with the issues happening on campus and the mission of the institutions catapulted the leaders of each campus to architect a plan of action. Thus, the movement between taking cues from the mission to leadership architecting on the *cycle* in Figure 4.1 occurred. The leaders recognized that new commitments to diversity and inclusion needed to occur on campus.

Leadership Architecting

Positional leaders on the campuses played an active role in not only articulating the goals of the diversity initiatives for the respective campuses, but also facilitating the development of partnerships between academic affairs and student affairs on their campuses. The leaders set the tone for making commitments to diversity on the particular campuses, but the actual implementation came from the educators across campus; educators already committed to diversity goals enacted the plans. Thus, like an architect, the leader designed some blueprints, but the contractors applied the work in different ways. Ramon from Oak elaborated, “And it wasn’t necessarily that there was leadership saying this is where we should go.” All of the participants discussed the influence of Presidents and/or Provosts who were committed to diversity initiatives as the primary architects. The terminology of the key category *leadership architecting* came from Jean at Birch who described the President as the “architect of the whole thing,” meaning the work about diversity and inclusion at Birch. The leaders offered: philosophical commitments through strategic

plans for making commitments to diversity, congruence between their stated values and their actions, financial support for the efforts, and empowerment of educators on campus committed to diversity to help carry out the work. Part of carrying out the work included working in partnerships between academic affairs and students affairs.

Visionary Leaders with Philosophical Commitment to Diversity and Inclusion

The Presidents and/or Provosts offered strategic plans for work around diversity initiatives at the four campuses in this study. The primary plans among the four schools included: recruiting and retaining faculty and students of color and women, transforming the general education to raise awareness of students about the diversity of America and the history of “-isms,” transforming the faculty to learn pedagogies and practices that engage students from different cultural and ethnic backgrounds, and coordinating educational efforts across campus to address chilly climates. Some Presidents played an active role in outlining goals for diversity and inclusion.

After consulting with hundreds of people including administrators, alumni, and University groups, the President of Oak drafted the [Oak Order] (AAC&U and Oak archives). This document outlined four operational objectives and 12 strategic action processes aimed at addressing mission and goals pertaining to “Commitment, Representation, and Environment.” The document outlined three goals: (a) recognizing that “diversity and excellence” were complementary goals for the campus, (b) recruiting and retaining “members of historically underrepresented groups” of constituents like faculty and students was important, and (c) building on a campus environment “that seeks, nourishes, and sustains diversity and value one

another (para from Oak archives). Specifically, the four operational goals related to “faculty recruitment and development,” “student recruiting, achievement, and outreach,” “staff recruiting and development,” and “improving the environment for diversity” (Oak archives). The President described the Order as an “organic document” meaning that it was designed to change as educators and administrators implemented processes to achieve the goals listed in the Order (Oak archives). Thus, the participants from Oak indicated that if the President and top leadership “mandated” commitment to diversity initiatives, then there was reinforcement for the work they were committed to achieving as well. Kelly from Oak shared:

You can go back to the institutional leadership of the [Oak] Order as well as the leadership from President [omitted name] ... at the very top of the university a presidential led commitment to diversity was meaningful and could go somewhere.

The vision of the leaders meant something to the participants in their work around diversity efforts. Donna at Spruce said, “I think first of all we had visionary leaders. I’ve only worked for two presidents in 23 years.” Donna expressed that she felt supported to work with faculty to redesign the general education curriculum for diversity aims because the President supported her approach.

The President at Birch was committed to educators looking at ways to consider courses from the perspectives of race, class, ethnicity, and gender; the President wanted to transform the curriculum “to be truly inclusive” as Rachel from Birch noted. The President identified both faculty and student affairs professionals as educators in the process. The campus focused on developing in a holistic way its

approach to teaching students from diverse backgrounds and embraced the fact that Birch attracted students from historically underrepresented groups and first generation college students. The role of leadership infiltrated the recruitment of educators at Birch as well, as Jean from Birch explained:

First it was a sort of demand and fortunately for [Birch] and especially under [the President's name] leadership the people who worked here or who were recruited to work here for the most part understood what we were trying to do and believed in it. You really didn't come here ... if you didn't want to be in an environment that embraced diversity.

The President's commitment at Birch to celebrate the diverse representation of students was clear within the culture of Birch to the faculty and staff.

The faculty and staff at Maple understood the Provost's stance on diversity as well. Steve from Maple underscored the importance of leaders committed to diversity goals and expressed:

I think that the people were dedicated to that purpose. I think there was a great deal of institutional support behind it. There were a lot, particularly the Provost at the time, I thought provided a great deal of leadership both in terms of providing resources but in terms of his own public statements and he created a lot of good programming, that emphasized the importance of this type of relationship [between academic affairs and student affairs].

The other participants at Maple agreed with Steve, with Hallie from Maple saying, "You couldn't mistake the fact that he [the Provost] was very committed to diversity and he was very upfront about that." The work of the leadership at the top set the tone

for educators to rally around making commitments to diversity during the era of the American Commitments Project. However, the work of previous leadership at the top was not free from scrutiny either, particularly in relation to the leaders' perspectives about academic affairs and student affairs partnerships. Some participants described leaders prior to the American Commitments timeframe or afterwards who thwarted progress toward reaching diversity and inclusion goals. The participants shared these examples as a way to express what leaders avoided during the timeframe of American Commitments that supported diversity and inclusion efforts.

Leaders During American Commitments Avoiding Scrutiny Previous Leaders Faced

Participants offered criticisms about problematic ways leaders errantly architected plans for diversity and inclusion that leaders during American Commitments successfully avoided. The leadership supporting academic affairs and student affairs partnerships was prominent during the timeframe of the American Commitments Project for the participants in this study. Further, the participants from Birch offered that the President stated the value of academic affairs and student affairs educators as both critical to the work of diversity and inclusion on the campus. Thus, participants offered that leaders architecting a vision for diversity and inclusion work that involved academic affairs and student affairs supported the efforts. However, participants experienced leaders who provided conflicting messages in words or actions about the values of student affairs and academic affairs partnerships during their tenure at their respective institutions or leaders who only architected top-down approaches to the work of diversity and inclusion.

Campus leaders faced particular scrutiny when it came to their expression of the value of academic affairs and student affairs working together on diversity related issues. Margaret from Maple offered the warning that, “from my experience, frequently those at the top are not at all aware of their own privilege, in which they have biased views, which could also include [the view of] academic affairs as more important than student affairs.” Margaret noted that biases clouded the way educators perceived the commitment to academic affairs and student affairs partnerships on a campus during her tenure. However, the Provost during the time of American Commitments valued academic affairs and student affairs partnerships in his thoughts and actions as Steve, Hallie, Margaret, and Barb from Maple shared.

Another point of scrutiny for leaders was their utilization of a top-down approach to setting diversity and inclusion plans. Elizabeth at Spruce noted that leaders at the top may set a tone for commitment to addressing diversity initiatives, but that a top-down only approach might not be sustainable on a campus. Elizabeth said:

It’s one thing to prime the pumps and raise the issues and asks (sic) the questions and get things started, but you really need to quickly move out from in front and identify other leaders that are involved and can model the way for colleagues. Because if it is a top-down approach, it doesn’t usually stick for very long. It feels forced ...

Therefore, Margaret at Maple and Elizabeth from Spruce identified the criticisms of *leadership architecting* that some leaders evaded during the timeframe of American Commitments. The architects themselves may have a continuous commitment to

diversity and inclusion, but if the commitment is not pervasive throughout the campus, the initiatives might not have a lasting effect. Further, participants said that leaders missed understanding their own power and privileges that educators across campus might question when it comes to proposing ways to make each campus more inclusive. All participants validated leaders for putting their “money where their mouth was,” as Steve from Maple maintained, in regards to diversity initiatives on campus at the time of American Commitments. The participants also mentioned that the *leadership architecting* during the timeframe of American Commitments offered financial support for the initiatives.

Financial Support

The Presidents provided financial support to reinforce verbal or written statements promoting diversity on campus. Hallie noted that the Provost at Maple and Abu said the President at Oak both referenced a “blank check” when it came to offering support. Therefore, whatever financial resources the committee of educators involved with the AAC&U American Commitments Project needed were provided. The members of the American Commitments Project traveled for several weeks to institutes sponsored by AAC&U. Jean shared, “[Birch] commitment, financial commitment, which was a substantial commitment on their part ... the plane fare, hotel rooms, that kind of thing.” Hallie from Maple noted that she applauded the President for also supporting leave for “key” people on the campus. Some presidents and provosts listed the financial contribution (e.g., the [Oak] Order), whereas campuses under financial constraints, such as Birch and Spruce, looked to grants as a way to supplement financial commitment for the efforts. The leaders not only offered

financial support, but also empowered educators to carry out their own plans for supporting diversity and inclusion goals.

Empowering Educators to Carry Out the Work

The presidents and provosts set the tone for architecting work around diversity and inclusion on the campuses, but educators across the campuses implemented the work. The dimension of empowering educators to carry out the work is the transition point between *leadership architecting* and *involving the social gadflies* in the cycle (see Figure 4.1). The status of the educators as Vice Presidents for Student Affairs, Vice Presidents for Academic Affairs, leaders of faculty senate and other layers of power just beneath the President and Provost moved the agendas forward. The presidents and provosts empowered staff in academic affairs and student affairs by creating buy-in for the educators to design their own processes to enact the philosophical commitment presidents and provosts offered to meet diversity and inclusion objectives. The work was underway at each campus when the request for program proposals for the American Commitments Project was disseminated across the country by AAC&U.

Because many of the participants in the study served as the chief academic affairs officer, they selected the teams of representatives for the American Commitments Project; the leaders served as conduits for the partnerships around diversity and inclusion to further evolve. Barb from Maple reflected on the work of the Provost as knowing the particular spheres of influence on the campus in academic affairs and student affairs that each participant held. Therefore, if the team for American Commitments represented different spheres, the campus was more likely to

create synergistic change around diversity initiatives as opposed to efforts in different pockets of campus. Barb included:

And you have people who are interested, as I said, you know, really authentic way, but it takes that admin, that higher administration support, to allow those people to do that work.

At Oak, Abu considered critical the selection of the members of the American Commitments team as representative of the leaders in each unit related to diversity efforts. At Spruce, Donna was the “leader of the band” as Don put it and got the faculty and administrators involved with American Commitments.

Having respected leaders from both academic affairs and student affairs benefited educators with “making commitments” because educators then did not have to spend time convincing each other why diversity initiatives should occur. Rachel outlined:

I think that the leadership of student affairs has been stronger and so it’s easier to work with respected leaders, with people who do effective programming, with deans who articulate and represent the mission well, on both sides and, and you feel like, you’re not trying to convince people. You’re not trying to convince leaders that this work should be done or this hire should be made.

Charlotte from Birch indicated a similar sentiment because, “They [educators] have support coming from other directions and respect from both directions.” Charlotte indicated that because respected leaders from both academic affairs and student affairs supported the goals for implementing diversity initiatives at Birch, the collaborative work between units was easier to execute.

The Presidents, Provosts, and upper level administrators on campus selected the positional leaders in academic affairs and student affairs to carry out the plans the leaders designed; the people selected were those perceived as already committed to diversity work because of their reputations on campus. The distinction is that Presidents and Provosts involved the leaders on campus with the status and reputation of getting initiatives accomplished. However, the team leaders for American Commitments not only selected status leaders for the Project, but some team leaders also selected people known as troublemakers who accomplished work related to diversity and inclusion. The people were known as troublemakers because they were willing to challenge the status quo or speak out to name *issues of exclusion* in the environment. Thus, the Presidents and Provosts along with the team leaders from each American Commitments team initiated the movement between the *leadership architecting* and *involving the social gadflies* key categories in Figure 4.1. The people implementing the diversity initiatives possessed positional power in terms of leadership in student affairs and academic affairs, but the people selected for the American Commitments Project possessed a unique set of qualifications and skills, a type of commitment to diversity and inclusion that the team leaders from the respective institutions in this study recognized. Abu from Oak, Donna from Spruce, Rachel from Birch, and Steve from Maple crafted the proposals for each team of leaders to participate in the American Commitments Project.

The leaders perceived the educators they empowered as the people with a reputation on campus for commitment to diversity and inclusion. The team leaders were strategic because they selected people from both academic affairs and student

affairs who not only represented spheres of influence in academic affairs and student affairs pertaining to diversity and inclusion work, but they trusted the people selected as people committed to diversity and inclusion work. The commitment the team leaders recognized can be described as a social gadfly. The definition of a social gadfly includes:

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 possessed relationships with the people on campus already committed to diversity and inclusion work and with the people who they perceived could propel their respective institutions forward in the efforts.

Involving the Social Gadflies

Team leaders, Abu from Oak, Donna from Spruce, Rachel from Birch, and Steve from Maple, invited educators from student affairs and academic affairs they perceived to demonstrate commitment to diversity and inclusion to participate in the American Commitments Project. The academic leaders crafted the request for grant proposals to participate in the American Commitments Project (AAC&U archives). To this end, educators addressing the *issues of the exclusion* that occurred on each campus prior to, during, and after the American Commitments project directly related to the educators being perceived as social gadflies. 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. In the case of this grounded theory, the participants in the study acted as social gadflies in the context of diversity and inclusion work. The educators demonstrated an unwillingness to accept the status quo and a willingness to imagine something different in the campus environment by altering systems and practices of exclusion harming individuals or groups on campus (Retrieved from http://www.reference.com/browse/Gadfly_%28social%29).

The social gadflies acted as the people in the environment that the leaders perceived would challenge the status quo. As educators already committed to diversity work, there were commonalities in their perceptions about why they developed this penchant for unearthing social inequities. When it came to diversity initiatives and looking at issues of exclusion on the campus, the ways the gadflies perceived themselves play a role in this sense. Many participants referenced such dimensions as growing up in the Civil Rights Era, teaching in alternative education, identifying as a feminist, relating their learning about diversity through academic study, or identifying as a radical. The aforementioned frameworks are dimensions for being a social gadfly that the participants described. The participants' lived experiences within these dimensions of being a gadfly influenced how each social gadfly committed to her or his continuous journey in making commitments to diversity. Further, participants shared how perceptions of their multiple identities were also related to the notion of being a social gadfly.

Thus, the leaders perceived that the social gadflies' actions demonstrated an underlying commitment to *making a continuous commitment to diversity and inclusion* prior to their work with American Commitments. Donna at Spruce served

as the chief academic officer. However, Lester from Oak, Rachel from Birch, and Steve from Maple represented positional leadership below the senior level positions. The distinction with involving the social gadflies is that the team leaders invited people they perceived as change agents in relation to diversity and inclusion, people willing to call for change and raise awareness about the issues on campus. The social gadflies helped propel the *Cycle of Making Continuous Commitment to Diversity and Inclusion* forward and the leaders on the campus perceived their abilities in this regard when architecting a vision. However, the ways the gadflies operated in the environment looked different depending on the campus context. In some respects, the gadflies are likened to social justice advocates. The social gadflies considered who is marginalized on campus and how systems of power on their respective campuses further created barriers to inclusion for particular individuals or groups. The social gadflies reflected on lived experiences that framed their abilities to recognize inequitable structures on campus. One of the dimensions of this perspective came from many participants growing up in the Civil Rights Era.

Growing up in the Civil Rights Era

As individuals who grew up in the 1960s, many participants talked about having a willingness to protest or stand up for what they believe. The idea of growing up in the Civil Rights Era became a focus for some participants because they experienced firsthand seeing inequities and participated in protests challenging the systems of power at the time. The participants witnessed firsthand how discrimination affected African Americans personally, psychologically, economically, and politically

and became a part of the process for challenging systems that banned African Americans from Civil Rights such as voting. Hallie explained:

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, you know, interact with the world. I think compelled me to really want to look at the work that we were doing as a tool, as a catalyst, to help [Maple] move forward because my whole career has been spent here as a faculty member and administrator. I think I'm able to clearly see the blemishes, the weaknesses that [Maple] has, and I'm not afraid to admit those.

Participants at Birch also discussed the influence of growing up in the Civil Rights movement as salient to developing an activist lens. Rachel said her commitment to diversity was informed as a “White middle class woman from the Midwest who had grown up during the Civil Rights movement, who had come from a socially, politically activist Presbyterian church”. Don at Spruce also shared that:

I grew up in north east [state where Spruce is located] in a racist society so I've always been aware of that and conscious of it and conscious of the fact of how my life experience was, therefore, very different from some other people's life experiences.

Ramon at Oak discussed the aspect of growing up in the Civil Rights Era as “we didn't trust adults.” Ramon developed an intergroup dialogue program in high school in Philadelphia as an expression of his belief that adults tended to fight with each other, but students wanted to figure out “how to interact in meaningful ways” -- in his situation, as a White, Jewish high school student seeking to interact with Black

students. Steve at Maple reflected that growing up in the 1960s helped him develop “sympathy.” He shared that as a boy growing up Jewish that he heard family talk about victims of the Holocaust and that made him “more sensitive” to issues of injustice. The firsthand experiences growing up in the Civil Rights Era raised participants’ awareness of injustice and propelled participants to action for equality or seeking systems that might go against the mainstream. Another example of systems going against the mainstream was alternative education.

Teaching in Alternative Education

Social gadflies positioned themselves as an outlier or felt annoyed about systems that were not exactly working for all students or all people. The idea of this related to the focus some of the participants had towards working in alternative education. Ramon at Oak, José at Oak, and Rachel at Birch mentioned the influence of working in alternative education or foreseeing themselves working in alternative education after graduate school as a way that challenged the status quo as a gadfly as well by trying non-traditional teaching pedagogies, working with students after incarceration, and/or teaching in schools with unique public and private partnerships. Rachel at Birch described education as a form of activism that, prior to her time at Birch, led her to work both in secondary alternative education and in a small institution that offered alternative programs to higher education. Teaching writing and rhetoric was something Rachel wanted to do at a young age. She explained her teaching at:

a wonderful hippy-dippy Presbyterian storefront church [that] got a project for a street school for the students who were not, you know, were drop-outs from

the public school system. And, I volunteered to teach there. And it was just terrific. It was the kind of education that I could want to do. And I eventually became co-Director of it and, got to shape a whole school.

Rachel's interest in shaping and creating educational programs fostered her commitment to building a more inclusive environment at Birch. Further, the student population at alternative education included working with more students from underrepresented populations than in mainstream education programs according to the participants and that interested them. José at Oak said, "I started working in the community, right, in the juvenile justice system, so I directed alternative school" after completing his master's degree in social work where he helped create an "outpatient chemical dependency treatment program." The educational experiences in alternative education helped frame his experience of developing service-learning programs for students at Oak. He considered ways that privileged students learned with community members in service-learning as part of his way of connecting social work with higher education. Rachel expressed the linkage between the influence of working in alternative education to her diversity work at Birch as:

A belief in education and a belief in activism taking many forms that led me through alternative secondary ed and to a small institution that offered alternatives in higher ed. So being aware and of White privilege, being aware of feminist issues had, had to do with how I worked with people but also being aware of racism ... class distinctions of historical inheritances that are very, well, that are invisible.

Rachel's intersectional approach to looking at her own awareness of her social identities and her commitment to activism contributed to her approach to diversity work at Birch and the dimensions of the ways she was perceived as a social gadfly. Rachel mentioned her feminist perspective, as did other participants in the study.

Identifying as a Feminist and a White Woman

Many of the women in the study, including Jessica from Spruce, Elizabeth from Spruce, Kelly from Oak, Rachel from Birch, and Barb from Maple, discussed their identities as feminists. These women also identified as White. For some, looking at themselves as feminists intersected with considering White privilege. The notion of being a feminist in this sense related to the ideas of "what does it mean to be a woman in relation to the world around me?" as Elizabeth described. The women questioned how other people on campus perceived their power (or lack of power) in regards to their efforts with diversity and inclusion work. Barb connected the ways she looked at her identity as a White woman with privilege on the Maple campus. She shared:

I lose privilege as a female ... in an institution as I still see as very gendered ... but, as a White person, that sort of trumps it. I can speak out. I can speak out and I might be discounted but I'm less likely to be discounted and have that also attributed to race.

Therefore, as a social gadfly, Barb recognized she used her privilege as a White person to speak out against injustice in the Maple environment that might be listened to in a predominantly White environment, but as a woman, men might discount some of her perspectives in the same campus environment. Elizabeth at Spruce continued that she often reflected about, "what it meant to be a feminist and to look at how

women are marginalized and what we need to assert us ourself, care for ourselves, give ourselves voice” and how these are considerations she made when thinking about diversity initiatives.

Different dimensions of social identities intersected in different ways for the women. The women questioned who has power on the campus and how that power was used related to the framework of a social gadfly in this sense. Jessica from Spruce said, “I thought of myself as a feminist then, and I think of myself as a feminist now.” Participants associated the content knowledge they learned about diversity and inclusion issues in their academic disciplines to the ways they applied their content knowledge to practice as social gadflies.

Relating their Learning about Diversity Through Academic Study

The participants’ educational pedigree came from educational backgrounds, predominantly in the liberal arts. The disciplines varied from sociology, criminology, American Studies, and communications to higher education administration and African American Studies. As a social worker, Don from Spruce shared how graduate training heightened his awareness of diversity and racism. The intellectualization of diversity through academic study played a role as well as “making commitment” to action. Abu studied ethnomusicology; the research in this area “guides my notions about diversity” through examining the meaning of music from cultural and sociological perspectives.

Robin from Birch experienced transformation in academic study that heightened his awareness of diversity and inclusion issues in different ways. He started out with a doctoral degree in European Intellectual History. After teaching at a

university in the Midwest, he came to Birch and “reinvented myself as an American Labor Historian.” The academic reinvention process Robin described gave him an opportunity to look at history in new ways.

Kelly from Oak studied statistics with the purpose of, “how do you teach it well, how do you get people to understand this, and then how do you put it to work for social justice reasons.” Barb’s academic study “morphed, for a variety of reasons, into diversity and multiculturalism interests that were kind of consistent throughout my, my career in teacher education department” at Maple. She started with studying psychological design and behavior, but her interests evolved as she worked at Maple. Barb discussed how studying dominant privilege became her “organizing framework for looking at pretty much everything” as a “a White middle-class heterosexual female.” Her commitment to teaching students about dominant privilege and the influence of dominant systems of power served as a focus for research and practice.

Jim from Maple said, “I’ve come out of the University of Chicago in the 60s, and so out of a fairly radical tradition” where he was encouraged to take his teaching preparation to environments that were different from his growing up experiences. He taught in the south side of Chicago during that timeframe and learned from students in, “largely African American schools in Chicago.” He “had an early experience of working with diverse communities.” He then taught at Washington University and expanded his experience with learning from students from diverse communities, “particularly around issues of religion.” He described each experience as adding “one more layer of understanding” in relation to connecting with students from different lived experiences from his own.

There are distinctions from the “social gadfly” perspective when the connection between academic study and being a gadfly is outlined. Some participants identified perspectives that, although supportive of diversity and inclusion, were not consistent with the social gadfly role. Donna at Spruce took an interactional approach to her commitment to diversity. She shared that she believes that “how we understand reality is interactionally constructed.” The interactional approach for Donna included an interactional exchange of ideas that promoted a minority perspective rather than a dominant Eastern European perspective, but she did not talk about changing systems that oppress individuals or groups. Her perspective emanated with her roots as a nun. She shared that she was looking for an institution in higher education that:

I can explain this is many of us are, are staying in the inner cities, are trying to deal with the diversity of what’s going on, are committed to a diverse population not only diverse in terms of ethnicity but diversity in terms of economics.

The distinction in her perspective that is different than the social gadfly perspective is that she perceived herself as looking at different lived experiences of individuals. She did not address in her discussion a perspective of altering systems to understand the differences but more understanding that the differences exist and the differences relate to how one operates in the world. Donna’s distinction is critical when thinking about her role as the person at Spruce who selected members of the American Commitments team. Henrietta from Spruce also discussed her criminology background as influencing her perspective of studying diversity, but not from the notion of changing systems on the campus to become more inclusive that she

developed through her academic focus. The nuance in this perspective was unearthed when considering the dimensions of being a social gadfly and played a role in the implementation of academic affairs and student affairs partnerships. Further, some participants identified as a radical that served as a dimension of being a social gadfly.

Identifying as a Radical

People think of the social gadflies as the movers and shakers on campus. They are known for speaking out and making change. Further, they project an unwillingness to accept the way things are when considering changes that can be made. Hallie's perspective of the team of people at Maple is that "They had taken public stands. They had engaged in the marches. They had signed the petitions. I mean these are individuals who didn't just talk, they walked." Steve, also from Maple, shared that people involved were not "company people" meaning that they stood up for what they believed in regards to naming issues of exclusion in the campus environment. Don at Spruce talked about marching with César Chávez and being aware of the facts and issues so individuals can take stands about what they believe. The action element of making change described how identifying as a radical was a dimension of being a social gadfly for some participants. It made social gadflies go beyond having an awareness of social inequities to actually challenging the social inequities in fighting for change that aligned with their aim.

Working with Trusted Gadflies

Thus, acknowledging the commitments of fellow educators included seeing peers "walk their talk." In the eyes of some of the participants, walking their talk takes a commitment to marching, protesting, and doing activities that counter acts of

discrimination. Sometimes taking a stand was risky, but these were risks participants wanted to take. Further, the social gadflies embarked on the American Commitments Project with pre-formed relationships with each other. The people involved trusted one another. José at Oak described the people as the “usual suspects” or those who are already committed to the work around diversity initiatives on campus. As Jim at Maple noted, “We knew how each other thought,” but as Margaret at Maple maintained, “I kind of think there’s a choir.” She added:

I think the big problem is when the choir thinks that they know everything there is to know. And I think probably one of the things is that that program [American Commitments], showed everybody that there’s a whole lot to learn, and that there’s no endpoint to the journey.

The gadflies all recognized the continuous commitment needed to look at diversity issues and inclusion on the respective campuses. However, the ways the gadflies made continuous commitments to diversity and inclusion happened differently dependent on the campus context.

Social Gadflies Operating Differently in the Cycle of Making Continuous Commitments

The idea of being persistent as a social gadfly is the notion of raising awareness of what is happening (or not happening) on campus in regards to diversity initiatives. Social gadflies recognized problems with groups of students not being represented on campus or groups that did not feel welcome (climate-wise) on campus in the *issues of exclusion brewing* part of the *cycle*. Being a social gadfly related to being able to acknowledge the “blemishes,” as Hallie mentioned, and recognize that

one had a voice in trying to provide constructive solutions to some of the issues at hand.

A distinction existed between philosophically understanding the social systems at play in society that oppress individuals and groups and the actual ways the individuals did the work on their own campuses. As educators, the participants made commitments to teach students about the “isms” that plagued society and about how their own personal frameworks contributed to how they saw the “isms” in society. In many ways, making commitments included learning from the students to transform their own perceptions of what society looks like for students. Robin exemplified this idea by sharing that he did not only think he had something to give to the students as a professor, but also “we had something to learn from the students.”

The perceptions participants had of themselves as social gadflies influenced the ways they engaged with fellow educators around *issues of exclusion* on their campuses. Participant perceptions affected the type of partnerships they developed between academic affairs and student affairs. Margaret from Maple explained, “I think any of these changes take a lot of commitment on the part of individuals to, you know, you don’t fight but you kind of have to persist and keep working through things” to maintain relationships between academic affairs and student affairs for implementing diversity initiatives.

To this end, the way the social gadflies operated in the campus environment included similarities and differences. The intersection of the ways the participants perceived their social identities coupled with the social gadfly concept related to the ways they performed in their environment. Some participants solely challenged the

intellectual dimensions of looking at issues of exclusion in society, such as developing conceptual awareness about “isms” through academic study in regards to their discipline, while some challenged the organized structures within the campus environment for how to make change around diversity initiatives and related the changes to societal change. The frameworks gadflies used to critique issues of diversity and inclusion instilled in them that there are structures in society to challenge or look at ways to break down structures but whether or not those structures of oppression pertained to the actual campus or not came into play in this theoretical rendering. The distinctions between participants’ solely using conceptual awareness of issues of diversity and applying skills to alter unequal systems within the higher education environment are apparent in the *pathways to partnership* dimension of the model.

Connecting Leadership Architecting with Involving the Social Gadflies

The leaders architecting the selection of educators for the American Commitments Project selected individuals perceived to already possess commitment to building a more inclusive campus environment for faculty, staff, and students from diverse backgrounds. The educators who are social gadflies considered what “could be” as opposed to “what is” in the environment to liberate people who might be marginalized in the environment. Being a social gadfly related to being able to acknowledge what is not happening on campus and recognizing that one has a voice in trying to provide constructive solutions to some of the issues at hand.

Leaders architecting the selection of educators for the American Commitments Project perceived the social gadflies in this study as educators

committed to diversity both personally and in the campus environment. Social gadflies challenged the status quo and voiced dissatisfaction with curriculum and what students are not learning about themselves and people who are different from them particularly in regards to “isms” such as racism, classism, sexism, and more on each campus. The purpose of the commitment around diversity was as Jean at Birch put it, “working with such an intelligent and committed group of people to bring about campus change, which and then I think we all hope, would bring about societal change.” The social gadflies expressed dissatisfaction with the climate on campus and who was being excluded and why this was problematic. Social gadflies also noted discontent with the climate for faculty of color and women in that the numbers representing these groups was so small. And there were particular historical dimensions on the campus or issues brewing that people wanted to address. In some cases, the way the gadflies performed or acted was situated in the type of *pathway to partnership* selected.

Before the *pathways to partnership* are examined, the influence of AAC&U as a catalyst is considered in the *Cycle of Making Continuous Commitments to Diversity and Inclusion*. After the team leaders from Spruce, Oak, Birch, and Maple submitted their proposals to AAC&U for the American Commitments Project, the teams from each campus were selected for the Project. Thus, the sequence between *involving the social gadflies* and AAC&U as a catalyst was engaged in the *cycle* (see Figure 4.1). I examine the ways national leaders at AAC&U catalyzed the team leaders and social gadflies further in their diversity and inclusion efforts at each respective institution.

AAC&U as a Catalyst

The role of AAC&U was considered a catalyst moving the process of committing to diversity and inclusion initiatives along at each campus. The national agenda that AAC&U set around American Commitments coincided with the philosophies and practices each team of educators employed on their own campuses. 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. Hallie at Maple shared that American Commitments, “played a role in it as a part of the building blocks we needed.” The national leaders served as a catalyst because they: (a) provided research and scholarship from nationally recognized scholars about the complexities of building more inclusive campus environments, (b) offered a gathering space for educators to learn from each other from across the country through their summer institutes, (c) gave recognition to the campuses for the work they were already doing on their own campuses, and (d) encouraged educators to share their campus specific information more widely with similar and dissimilar institutions facing their own challenges with building more inclusive environments for faculty, staff, and students.

The AAC&U American Commitments Project aligned with the work the campuses tried to accomplish. Henrietta at Spruce noted, “American Commitments, we, we basically as I said, anytime AAC&U had a program, we pretty much applied if it was all relevant and we were very interested in general education.” The work of AAC&U as a leader in liberal education in the general education curriculum centered

the teams from each campus in looking at research and scholarship pertaining to diversity and inclusion from a national standpoint.

Research and Scholarship

The leaders at AAC&U provided literature and speakers that the participants could learn from and integrate into their own teaching. Several participants like Hallie from Maple noted, “They [AAC&U] bring the best scholarly minds to the table.” Many participants offered that the curriculum AAC&U educators provided for the summer institutes challenged their own thinking about their identities and influence of identities when engaging in diversity efforts. For example, multiple participants raved about Ron Takaki and his influence on their own teaching and meaning making around identities. In fact, José said he still used the literature from American Commitments in his classes. The continuing education experiences excited the social gadflies. Jim at Maple described AAC&U as a flywheel. He 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 a very thoughtful literature. Being in the environment, talking to other people, I think it just sort of accelerated our commitment, our ability to think about issues.

Several participants described the work of AAC&U as a type of post-graduate work that was just “thrilling” according to Rachel from Birch. Rachel included that “in the continuum of my seeking to work with alternative education and working since I was

a kid with diverse people and goals, American Commitments was consistent in supporting that and developing it.” Thus, the curriculum from AAC&U, (scholars, literature, and research) all armed the educators with resources to integrate into their own teaching so that “it’s not as much of an uphill climb” when they returned to campus according to Kelly from Oak.

Learning From Each Other/Networks

Participants relished the opportunity to work with colleagues across the country in regards to diversity initiatives. The time away from campus at AAC&U summer institutes gave educators the time to wrestle with difficult issues on their own campuses. The AAC&U institutes also provided educators with an opportunity to network with educators across the country with similar commitments to diversity. And, finally the institutes provided teams from each campus concentrated time to learn from each other in an environment outside of the campus.

Ramon from Oak summarized, “Institutional authority coming from AAC&U and sort of colleagues across the country . . . those networks were really important, and I think that was really significant.” Hallie’s insights from Maple meshed with the idea of AAC&U as a catalyst for building a national community of learners while working within the campus teams. She shared:

We would always say, “look we really need to participate in that,” because we felt that it, internal pressure wasn’t enough. We had, we had to be in a community of learners, institutional learners across the nation who could help hold the mirror up with us. I think sometimes when it’s your own group and, “okay of course, of course Hallie is going to say that. Of course [Jim] is going

to say that. Of course so and so is going to say that.” But when you’re in a larger community across the nation where everyone is going, “You know what? We don’t know the answer either but here’s what we’re trying and it sounds like this initiative that you’re trying is helpful. It looks like this one may not be as helpful.” I mean when you have critical friends who can help you struggle through that it’s always helpful.

Hallie noted that sometimes hearing a message from a colleague outside of the campus is more powerful than hearing the same message from a colleague inside the campus community. The opportunity to struggle with a community of learners also included time to recognize work that was well done in a national forum.

Recognition

The faculty and administrators benefited from attending national programs like institutes related to the American Commitments Project because there was recognition from a national association about the work each institution was doing in regards to diversity initiatives. Educators at Oak, Birch, and Spruce served as consultants for other campuses grappling with diversity and inclusion issues. Abu at Oak noted that the recognition AAC&U gave the campus boosted the social gadflies even further in their work.

Jean at Birch mentioned that the campus educators felt like they were working in isolation before American Commitments came along. The benefit of working with campus teams across the country doing similar work offered, “a good deal in validating that what we were doing, we were going down the right path,” according to Jean from Birch. Rachel at Birch further noted that AAC&U, “helped us do what we

were doing better, but also made us go, holy shit, are we doing wonderful stuff.”

Donna at Spruce saw involvement with AAC&U as a catalyst for faculty on the campus to take pride in the work they accomplished. She said:

We not only got involved in terms of what it brought to us but where it gave us opportunities people grew here in terms of understanding that what they were doing was ahead of the game not behind it ... that changes the self image of the faculty.

The recognition the social gadflies received within their own campuses also contributed to the national agenda about diversity in higher education at the time.

Setting the National Agenda

The work of AAC&U contributed to the national agenda about making diversity a central part of the curriculum and co-curriculum. The participants valued the opportunity to be included in developing the national agenda. Ramon at Oak explained, “The purpose of AAC&U is to change the national landscape and, and changing the national landscape also helped [Oak] stay with the project.” Donna from Spruce summarized the intersection of the role of AAC&U as a catalyst for providing individual learning, institutional learning, and institutional recognition about diversity and inclusion. She noted:

So working it back and forth and then American Commitments became, a broader community to discuss this both in terms of, ah, the resources AAC&U had that brought to bear on what we were doing but also, an ability to deepen our own understanding of what we were doing because there was the opportunity to share it. And then we became resource institution for a number

of other institutions but through the AAC&U American Commitments process. So that's sort of it in a nutshell.

The teams from Oak, Spruce, and Birch all served as consultants for campus teams across the country. Further, Oak served as a consulting group for Maple in the design of research on Maple's campus. Thus, the social gadflies shared their perspectives beyond the confines of their campus environments that facilitated the processes of implementing diversity initiatives on a national level.

The social gadflies left the AAC&U summer institute ready to continue their work in regards to diversity and inclusion as architected by the leaders of their respective campuses. The *issues of exclusion brewing on the campus, taking cues from the mission, leadership architecting, involving the gadflies, and AAC&U as a catalyst* served as the critical influences in the *Cycle of Making Continuous Commitments to Diversity and Inclusion* for each campus. The ways the social gadflies, from both academic affairs and student affairs, worked together on accomplishing diversity initiatives are captured by the *pathways to partnership*. Refer to Figure 4.1 that depicts the sequence between *AAC&U as a catalyst* and the *pathways to partnership*.

Pathways to Partnership

The first five key categories that emerged in the *cycle* led educators to the *pathways to partnership*. The pathways represented the ways academic affairs and student affairs collaborated together (or not) to implement diversity initiatives. All of the campuses elected a pathway that described the type of work between academic affairs and student affairs during the American Commitments Project.

The three pathways were *complementary*, *coordinated*, and *pervasive*. The information in Table 4.2 characterizes the similarities and differences among the three pathways. One campus selected a *complementary pathway* of “they do these things and we do those things” approach; two campuses adopted a *coordinated* effort, meaning “willing to live within those contradictions and not be done in by them;” and one campus operated from a *pervasive* pathway meaning “the standard operation of the entire campus.” When asked to define a partnership, participants concurred that two people or a group coming together to work toward a common goal or vision summarized the definition. Yet, the process for coming together around diversity initiatives looked different at the respective institutions. The pathways are not the same but represent the process each campus used at the timeframe of the American Commitments Project to work on diversity initiatives on campus.

Further, the way individuals made meaning of the perceptions of the influence of their social identities on the process related to the *pathways* selected as well. Whether or not the social gadflies perceived a partnership between academic affairs and student affairs as a social justice endeavor in and of itself, meaning facing the contradictions of academic affairs as having more power than student affairs on the campus, played an instrumental role in the pathway to partnership applied. The questioning of the cultural contradictions between the two areas in a higher education setting facilitated individuals questioning how forming the partnership is an aspect of implementing a diversity initiative, too. Interrogating issues of power and privilege in constructing partnerships by dismantling impediments between the two areas correlated with the work of interrogating the issues of power and privilege that

Table 4.2

Characteristics of Partnerships between Academic Affairs (AA) and Student Affairs (SA)

Partnership Type	Complementary	Coordinated	Pervasive
Institution	Spruce	Maple and Oak	Birch
Nature of Cultural Divide between AA/SA	Exists; no need to negotiate different cultures	Understand cultural complexities; live with the contradictions and make decisions anyway	Actively challenge cultural contradictions in process and decision-making
Discussions of Goals for Student Learning about Diversity	Occur separately; both AA and SA support student learning	Occur separately and jointly; both AA and SA support student learning	Occur separately and together; both AA and SA support student learning
Approach to Committees	Committees meet in separate departmental silos	Bring both AA and SA to the table	Bring both AA and SA to the table
Implementation of Programs and Projects	Separate areas (AA and SA)	Separate areas (AA and SA)	Can blur sometimes; both AA and SA work in each other's areas
Individuals in Hybrid AA/SA roles	No	Yes	Yes
Organizational Support for Partnerships	Structural support from separate areas	Presidents or Provosts can both offer support; SA reporting to AA at times	Reporting lines vary
Relational Support	High; respect for each others' work entities in AA and SA	Very high; long-standing relationships; Freedom to take risks in designing new programs and sometimes organizational structures, AA and SA	In some areas (e.g., professional jobs, diversity programs)
Blurring AA/SA Programs	No	In some areas (e.g., professional jobs, diversity programs)	More often than Coordinated (e.g., professional jobs, diversity programs, classes with AA and SA instructors)

permeated the entire campus community. Throughout this section, the ways participants perceived their social identities as influencing the work within the *pathway to partnership* are included when applicable.

The Complementary Partnership: “they do these things and we do those things”

Spruce was a campus that adopted the *complementary partnership pathway*. The *complementary* pathway to partnership was characterized by the notion of “they do these things and we do those things,” meaning student affairs focused on campus life and academic affairs focused on the curricular learning of the students according to Henrietta. Henrietta mentioned that, “We’ve had trouble figuring out exactly what that is,” meaning a partnership between academic affairs and student affairs. At Spruce, “it was very much about relationship,” according to Elizabeth in regards to collaborative work between academic affairs and student affairs. Therefore, the concept of a partnership was much more informal, at the timeframe of American Commitments, based on the relationships between individuals in each division rather than formal structures to support partnership.

A *complementary pathway* between the two areas existed because educators wanted to work together and had an awareness of what each division was doing on campus. At the time of American Commitments, the campus was relatively small and “it was hard to be anonymous on this campus,” as Henrietta shared. The faculty could fit in one room. Therefore, it was easy to communicate with each other.

The academic focus for making commitments to diversity and inclusion at Spruce emphasized redesigning the general education curriculum during the timeframe of American Commitments. Therefore, the process focused on

accomplishing the curricular goals. The characteristics that encompassed this pathway included: academic affairs and student affairs worked in separate divisions, academic affairs and student affairs complemented each other in work around diversity initiatives, and educators did not face cultural contradictions between academic affairs and student affairs. The role of committees in every academic unit contemplated ways to design general education to meet goals of students preparing to live in a diverse society took precedence in this pathway. The additional efforts related to diversity initiatives in the *complementary pathway* at the time of American Commitments included: redesigning general education, emphasis on recruiting students and faculty of color, and more specifically recruiting Hispanic faculty, particularly as a Hispanic Serving institution.

Working in separate divisions—role of committees. The process for *making commitment to diversity and inclusion* initiatives at the time of American Commitments resided predominantly in academic affairs. Jessica explained that the Spruce academic community desired common learning outcomes across the curriculum with attention to diversity issues in reaction to the criticism from the accrediting body that Spruce was not living up to its mission. Every academic department was involved in redesigning the curriculum that included spending about two to three years creating a 57-hour general education program with 18 credit hours dedicated to a “cultural foundations piece” according to Donna. The “cultural foundations piece” included a sequence of three courses that included: (a) students learning about minority history and cultures in the US; (b) students investigating social problems in the US; and (c) a Capstone course designed for students to create

an innovative solution to a social problem (Spruce archives). In particular, the introductory course could not just be “White East coast male experience” anymore according to the team leader Donna, but incorporated the histories of Latino, Asian American, and “minority history” to get at the “totality of the American tradition and not just the founding states.” Students enrolled in a sequence of courses to understand their own historical background, the “isms” and history of social issues in the United States, and then a capstone course where students designed a solution to a social problem of interest. At the time of the Project, every academic department worked in committees to redesign the core curriculum.

The work of Donna involving educators in the process of redesigning the general education curriculum included “strategy” according to Don. The faculty worked on committees to develop the curriculum and given the size of the faculty at that time, all faculty could sit in the same room and discuss the ways the curriculum was implemented. The faculty strategically discussed the principles desired in the general education curriculum to create a common vision. Donna combated the expected resistance that the Board of Trustees would never approve of a new general education curriculum by planning to relay the progress from the faculty committees to the Board of Trustees at every stage of the design. Therefore, the process of working on the general education program rested distinctly within academic affairs.

The participants’ perceptions of social identities contributed to the consideration of design and implementation of the courses in the “cultural foundations” sections. The social work professors assumed the lead “in terms of minority studies,” according to Henrietta because former social issues courses

changed into the introductory course about minority history and cultures in the US (Spruce archives).

Academic affairs and student affairs complementing each other. The concept of academic affairs and student affairs complementing each other at Spruce meant that there was a curriculum and a co-curriculum, but not a coordinated effort around redesigning the general education program. In sum, both academic affairs and student affairs made contributions to the goals pertaining to diversity and inclusion. Elizabeth at Spruce described student affairs work as supporting the academic mission of the University. The co-curriculum included programs in the Residence Halls on diversity around issues like race, ethnicity, gender, and sexuality. Elizabeth described the co-curriculum as the type of conversations expected in a “traditional student affairs curriculum.” The complementary dimension occurred because student affairs educators invited faculty, considered experts in areas of culture, language, and different dimensions of diversity to present at programs in the Residence halls. Participants talked about differences in reporting structures at the time of American Commitments in terms of structure.

Donna explained the reporting lines between academic affairs and student affairs stayed in separate divisions. However, now the VP for student affairs reports to her so the reporting lines changed. She explained at the time, “There was a complementarity and an awareness of what each other was doing but not how do we explicitly see to it that these two things complement one another.” Donna acknowledged that there are now structures to support and encourage the work between academic affairs and student affairs. She noted:

There is much more of that now partially because there are, there are structures that encourage it. And in, in, in the American Commitments era I think student affairs was building its reality and academic affairs was building its reality and it wasn't as explicitly seen as it, as it is now.

Henerietta explained that academic affairs tried to get student affairs to attend their programs and vice-versa. The purpose was to “cross-pollinate” or try to get students involved in each division to attend each other's programs. The educators in the *complementary pathway* acknowledged the cultural differences between academic affairs and student affairs but did not necessarily see the differences as problematic. The relationships between academic affairs and student affairs occurred at the upper levels of administration according to Henrietta. She shared that if they wanted to make connections with student affairs that “it takes a special effort to get, you know, people below my level to talk to people below [names of upper administration] level to do it.” She shared that, “Our faculty members don't, don't say, ‘Oh I've got this project and go talk to their counterpart in student affairs to do it.’” Henrietta described student affairs as “busy” and there are students “busy all the time doing events and posters and programs.” Educators from both divisions respected each other's efforts towards building a more inclusive environment for students but did not see working in a complementary way as problematic.

Not facing contradictions. The split divisions according to Jessica were natural because “I'm pretty tied up with my classes, doing what I'm doing, it's, it's just not something that, on a regular basis, I go, ‘Oh, I need to factor that in.’” When Jessica alluded to “factor that in” she meant partnering with student affairs to

accomplish learning goals. Thus, she stated that she did not feel a “huge connection” between academic affairs and student affairs because her experience was focused within her classes and academic department.

As Don noted, “Student affairs didn’t really exist then,” meaning student affairs evolved from student services to a more cohesive student life department. He further included, “There will be people who will say there is [a partnership between academic affairs and student affairs], because that’s the politically correct thing to say. I don’t see it.” He reflected that the relationship might look different now, but at the time of the project he directed the Capstone project and did not see programs like the Freshman Studies Program connect a common experience between student affairs and academic affairs, but “I don’t see it” as Don noted. I asked participants about the goal listed in an AAC&U program related to American Commitments that incorporated an item where applicants described the challenges the institutions faced in addressing diversity issues found in the archived files from Spruce. In the archives, Spruce educators in the “request for proposals” for the American Commitments Project to AAC&U listed that one of its challenges was “to coordinate diversity, multicultural initiatives in the curriculum with diversity initiatives in Student Services and other areas” (AAC&U archives & Spruce archives). Donna noted that she did not recall that goal listed and asked her colleagues participating in the study about that goal. Thus, Don’s response above and others indicated incongruence between stated goals and enacted practices.

Don continued to share that “we had a big Martin Luther King deal here a few weeks ago and so there are attempts to focus awareness on diversity issues” across

campus. He shared that groups such as the “Black students association, Hispanic students association, and gay students association are supported by student life.” His perspective was that student affairs made an important contribution to the “social experience” of the campus. However, he stated that in his opinion “I’m not sure, they [student affairs] contribute a lot to a significant augmentation of learning or accomplishing what I’ll call the curricular objectives.” Elizabeth, on the other hand, noted that student affairs educators taught courses in the general education program so from her perspective a direct linkage of student affairs contributing to student learning in the classroom existed.

Both academic affairs and student affairs contributed to diversity and inclusion goals at Spruce, the areas complemented each other, but the perspectives about what contributions were made differed between Elizabeth and Don. The awareness of what each other is doing in student affairs and academic affairs related to diversity and inclusion goals was different than bringing both entities to the table to co-construct what avenues toward implementing diversity initiatives might entail. The notion of academic affairs and student affairs co-constructing plans to implement diversity initiatives was a characteristic of the *coordinated partnership*.

The Coordinated Partnership: “willing to live within those contradictions and not be done in by them”

Both Maple and Oak operated from the *coordinated pathway to partnership* in their work regarding diversity initiatives. The *coordinated partnership* is characterized by: shared vision between academic affairs and student affairs, academic affairs and student affairs blurring the lines, communicating across units,

and living with contradictions. As Steve at Maple indicated, “there was commitment on both sides of the aisle to make [Maple] a more diverse, welcoming place, a welcoming place for diverse ideas and ways of life.” The ways the “commitment on both sides of the aisle” translated into a partnership started with a shared vision between academic affairs and student affairs.

Shared vision between academic affairs and student affairs. Steve at Maple explained that the American Commitments Project included the vision of “what are the kinds of practices that work best to achieve a greater respect for diversity? And that’s really what student affairs were talking about.” Kelly and José at Oak described how the shared vision meant looking for the ways the theoretical ideas around diversity and inclusion and the reality of putting the ideas into practice met; both alluded to academics possessing theoretical passion and student affairs professionals possessing practical application. Therefore, a unified vision between the faculty and student affairs was established from the onset. Ramon at Oak framed the primary questions educators asked there; educators at Maple asked similar questions. Ramon at Oak explained:

So 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?

The path to transformation on campus to support meeting diversity and inclusion goals included a partnership between academic affairs and student affairs according to the social gadflies from Maple and Oak. However, Hallie at Maple wondered

“would the system allow us to do that because systems have a way of pushing back when you come back and change elements of them?” She shared that the gadflies had “strong conviction” and wanted to craft “a path ... grounded in some kind of either pedagogical or empirical structure” that the American Commitments Project helped support. Factors such as social gadflies who blurred the lines between academic affairs and student affairs in their own careers supported how partnership in the *coordinated pathway* occurred because the social gadflies possessed firsthand knowledge about how each area contributed to reaching goals related to diversity and inclusion.

Blurring the lines between Academic Affairs and Student Affairs. A primary dimension within the *coordinated pathway* was educators’ blurring the lines between academic affairs and student affairs. The blurring of the lines only occurred in the *coordinated pathway* and the *pervasive pathway*. At both Maple and Oak several participants assumed hybrid roles in academic affairs and student affairs in their tenure with the respective institutions. Ramon and José assumed shared roles with student affairs and academic affairs at Oak. Both individuals earned income from both units as well. Therefore, they themselves blurred the lines between academic affairs and student affairs in this work. They did not really care about the source of their pay as long as the work they wanted to accomplish got done.

Kelly earned her academic training in higher education, but her practice resided in student affairs when she coordinated Intergroup dialogues at Oak. Kelly explained that without some of her knowledge of the resources on campus in regards to student affairs she might not be as effective in terms of consulting work around

faculty/staff climate issues now. Therefore, there is some intentionality within participants to blur their own lines in the work they do with academic affairs and student affairs.

The work at Maple was similar in this pattern of social gadflies assuming hybrid roles between academic affairs and student affairs. Steve and Barb identified as faculty within academic affairs at Maple. Margaret, too, was housed in academic affairs in her role as a teacher in the communications arena at Maple. However, she herself was willing to blur the lines in the job responsibilities when she served as the director of the LGBT center when Jim asked her to take the role. Again, the mutual respect came into play with both Hallie and Jim at Maple. Both trained in the academic affairs arena, assumed roles in student affairs because they valued the work that occurred, and did not care about the reporting lines. Hallie talked about the “artificial bifurcation” that existed between academic affairs and student affairs. Hallie wanted to integrate efforts between the two entities to avoid bifurcation. All the social gadflies made commitments to diversity initiatives and did not care if the commitments technically happened in either division of student affairs or academic affairs. In fact, making commitments in both areas worked well too.

Participants who blurred their own careers between the two areas took risks. At Oak, Ramon tried a position that blurred the lines of academic affairs and student affairs in a structured way. He served as an Assistant Vice President for academic affairs and student affairs, as a way to bridge the two areas on the Oak campus, but the tensions between academic affairs in terms of sharing resources was too great to overcome, so the position only lasted one year.

Communicating across units. The *coordinated pathway* is characterized by work happening in different dimensions of academic affairs and student affairs but with a strong commitment to communicating across different spheres. Both Maple and Oak focused on changes to the academic curriculum in regards to diversity. Both campuses worked within academic affairs to pass a new general education requirement focused on race and ethnicity. Oak also established an academic affairs program for faculty to consider using more inclusive pedagogies in the classroom; the faculty engaged in thinking about the influence of race, ethnicity, gender, and other social identities in the design of the courses. The role of committees was paramount to generating action within the *coordinated pathway*. Thus, the work with the committees also heightened the gadflies' perceptions of their social identities.

Both academic affairs educators and student affairs educators served on committees to look at particular projects. For Oak, the committees focused on projects related to Intergroup dialogue programs, Conflict Management Resolution programs (programs designed to take social justice approaches to resolving student conflicts) and Service-Learning. At Oak, the participants considered Intergroup Dialogue work as the strongest academic affairs and student affairs partnership because the program was administered out of student affairs but faculty across campus played integral roles in teaching the courses. To this end, Abu at Oak described how a Council on Multiculturalism had three components including faculty, staff, and student affairs designed to look at efforts in all three areas.

Further, a President's Advisory Commission on Multicultural Affairs kept the President abreast of the work happening in all three areas; leaders from the

Multicultural Council served on the President's advisory commission. Abu at Oak described people sitting on committees as "brokers in terms of taking that message to the deans and academic units on campus" after the meetings. Thus, from his position of leadership as a Vice President he felt highly aware of the challenges and work from each area.

For Maple, the committees looked at the three primary issues of: curriculum, composition of the student body, and climate on campus. The Provost designated gadflies as "change leaders" in each of those areas to facilitate the work as Margaret at Maple noted and the reporting process looked very similar to the Oak. Steve at Maple indicated as the chair of the climate committee that thinking about ways "not to antagonize" people in the classroom played a role. Barb at Maple mentioned that the social gadflies considered how sometimes people "unconsciously sabotage initiatives" or "more consciously sabotage initiatives" based on the people in the mix. The social gadflies at Maple avoided people sabotaging initiatives because the social gadflies trusted each other and the Provost in the process. Barb at Maple offered that when the trust was not there, particularly in the sophistication of the senior administrators in understanding the complexities of diversity, overcoming the resistance "isn't worth it" sometimes.

The committee environments sensitized the social gadflies at both Maple and Oak to noticing particular social identities as salient. Kelly outlined:

I know viscerally that my own understandings and experiences and perceptions are different than other peoples and that if I don't bring mine to the table it stabilizes without those in the mix and so I need to both bring mine

to the table and to find out what other people's are. And I know, particularly I think because, well, in being female I know that if I was to take this down to a very, very general level. In being female, I know that some of my own experiences and realities get dismissed in a way I need to push past, overcome, transform to get them back on the table. In being a lesbian, I know that my experiences can get deeply misunderstood and judged based on something that has nothing to do with reality and so I need to get through that kind of challenge. In being White, I know that some of my realities easily obliterate or make me blind to the experiences of other people because privilege itself is such a blinding kind of impact. I think that's why I call those the big three.

Kelly discussed the salience of identifying as female, a lesbian, and White when working with members of the American Commitments team. Kelly specifically offered that when working with Abu at Oak sometimes “she pushed back hard on things” because of her different social identities than his, but there also included times that she let go because he had “references I didn’t” as the Senior Vice Provost and as a Black man. She said that “structural hierarchy” played a role because Abu had responsibilities she did not possess in her role at the time. Thus, she mentioned that committee work became a place where social gadflies negotiated making meaning of their social identities by considering their own perceptions of the environment while recognizing that each person had different perceptions. The negotiation of social identities was heightened for participants when they talked about diversity initiatives on campus with fellow participants who possessed similar and different identities.

In the *coordinated pathway*, the social gadflies shared common visions for implementing diversity initiatives. The social gadflies tried to understand each other's perspectives about diversity initiatives related to their identities, while acknowledging that full understanding was not possible. The trust and respect between the gadflies pushed the committee work forward. Hallie at Maple elaborated:

I think when people of color are dealing with individuals who identify as White, there is, at least in my cohort, my age group, we're definitely cautious, you know. But I think from my experience with this group, I knew them so that helped.

Jim at Maple recognized Hallie's cautiousness as a Black woman working with White people on the committees because he considered his White privilege in the environment. He shared:

I think I've always thought that Euro-Americans and African Americans in dealing with each other, I think there is a level of trust that allows you to understand about 80 percent of the experience of the other. But I think on issues of race they are so deep that there's probably 20 percent that you don't fully understand, don't fully grasp. And I remember some conversations with her [Hallie] and some conversations afterwards where I think I was going into the 20 percent. So, I think I became more aware of my White identity as a White male and the privileges it gave me, and I saw things more from her lens as well.

The recognition of how the gadflies perceived each other in relation to the work around diversity initiatives on the campus was textured with different dimensions for the participants in the *coordinated pathway*.

The committee work within the campus and through the American Commitments Project provided avenues to consider how the social gadflies' perceptions of their own identities, their identities in relation to others, and how the intersection of those two ideas played a role in implementing diversity initiatives. For the social gadflies at Maple, the trust between educators was there within the committees comprised of both academic affairs and student affairs educators. Hallie shared that she "trusted their transparency and their authenticity" when talking about the members of the American Commitments team at Maple. The trust between the social gadflies enhanced their conversations across differences. The social gadflies recognized that developing the shared vision for implementing diversity and inclusion goals meant that they needed to bring their identities to the shared discussion between academic affairs and student affairs because the way the participants perceived the initiatives was influenced by their identities.

Living with contradictions. Maple and Oak were two of the larger institutions during the time of the American Commitments Project. The willingness to live with contradictions in the cultures of academic affairs and student affairs characterized this *coordinated pathway*. Margaret at Maple said, "I just think there's, there's a huge status difference or perceived status difference between academic affairs and student affairs from academic affairs to student affairs." She added:

I mean it's ironic: diversity and inclusion; universities don't recognize the diversity of various, you know, like student affairs, and academic affairs, and they aren't working toward being more inclusive with each other in what they're doing, particularly academic affairs toward student affairs.

Kelly at Oak added that in higher education there is a "dismissive attitude" toward student affairs. She said, "I do think that's the norm, that [people think] academic affairs is the real life of the university and the rest of it is something else and, uh, and I know that that's not true." All the gadflies from Oak and Maple recognized that perception barriers of student affairs as lesser than academic affairs existed. However, the social gadflies valued and appreciated how both divisions contributed toward implementing diversity initiatives and building a more inclusive campus. The social gadflies in the *coordinated pathway* did not alter the structures to try to situate the divisions on equal standing, but rather they lived with the contradictions and tried to work together within the structural challenges. The gadflies picked their battles in regards to the perceived barriers between academic affairs and student affairs.

Ramon at Oak explained that there was a "status quo" that in some ways was a model that was better than other institutions of a similar size and type. He lamented that for people to, "hold the vision together at the same moment, that's been hard." He further discussed that there might be some questioning or mistrust between academic affairs and student affairs whether or not one group or the other truly understood the vision or was "doing their share" to accomplish the goals. When there are aspects of the work that occurred in different spheres for a reason, Ramon at Oak noted "either there weren't, there wasn't the same vision around what they needed to

be or the people in charge just kind of said, ‘This is going to be mine and don’t go there.’”

Because the social gadflies in the *coordinated pathway* recognized the cultural contradictions between academic affairs and student affairs, many considered ways to resist the “artificial bifurcation” as Hallie at Maple described in their own work.

Ramon at Oak has coordinated a multicultural living community at Oak for ten years. He said, “But maybe in this little small pocket we’re really achieving, you know, in a much deeper way than, what we might have hoped for a whole university to look like or behave like.” The participants recognized that they needed to choose their battles and hence be “willing to live within those contradictions and not be done in by them,” as Kelly at Oak shared. The negotiation process for negotiating contradictions played out differently in the *pervasive pathway to partnership*.

The Pervasive Partnership: “the standard operation of the entire campus”

The *pervasive pathway* at Birch between academic affairs and student affairs not only brought both parties into developing shared values and collaboration for diversity and inclusion but also literally blurred the lines in the organizational structures between the two areas. The work in all three types of partnership created active engagement in the *Cycle of Making Continuous Commitments to Diversity and Inclusion*, but the process had different dimensions. The engagement in these dimensions and perceptions of social identities deepened in each type of partnership.

Rather than taking a *complementary* approach that Henrietta from Spruce described in terms of “they do these things and we do those things,” there was intentionality to make the work of student affairs and academic affairs “our thing” in

the *pervasive pathway to partnership*. The work of making something “our thing” had several dimensions. At Birch, distinctions in how practices operated as well as how individuals perceived their own roles emerged. The *pervasive partnership* was characterized by: shared vision for understanding how academic affairs and student affairs contribute to student learning; rethinking pedagogy in the classroom to consciously consider social identities like race, class, and gender; educators blurring the lines between academic affairs and student affairs; educators challenging the cultural contradictions between student affairs and academic affairs; considering shared governance in meetings; and making academic affairs and student affairs partnerships the operating culture on campus.

Shared vision for Academic Affairs and Student Affairs. Birch focused on the identity of being a teaching-centered campus. The vision for academic affairs and student affairs partnerships at Birch was a shared vision that could not be separated. At the time of the Project, Rachel and Jean wrote an article about pervasive academic and student affairs collaboration (Birch archives). They wrote, “The center and force for integrating the work of academic affairs and student affairs is concerned with students’ learning.” (Birch archives). Rachel explained that this vision went beyond a complementary relationship in that:

... programs that are integrated as opposed to complementary, complementary is fine. You know, I mean sometimes that is the way that works because of practicalities, everything from scheduling to personnel, but integrated in goals, and structure, and learning outcomes.

The shared vision for diversity goals was expressed by educators in all of the *pathways to partnerships* but was distinct in the *pervasive partnership* because of the integration of goals with structures for practice between academic affairs and student affairs. The national leaders at AAC&U lauded Birch for their *pervasive* type of partnership in regards to diversity initiatives in publications produced after the American Commitments Project (AAC&U archives). For Birch, Jean shared that diversity was “the standard operation of the entire campus.” The campus did not focus on creating a multicultural center or diversity committees because the entire campus needed to reflect a culture of diversity. The culture started with the way faculty rethought pedagogy in the curriculum and co-curriculum “to prepare our graduates to function effectively in a multicultural, multiracial society” (AAC&U archives & Birch archives).

Rethinking pedagogy inside-and-outside the classroom. The reason the faculty development focus was pervasive was the definition of faculty. Rachel and Jean said, “We defined faculty development as professional development, and our seminars and workshops included all those who teach students—faculty and librarians, student affairs staff, tutors and developmental specialists” (publication in professional journal written by Jean and Rachel; Birch archives). Birch educators committed to revising courses so that they included “multicultural, multiracial perspectives” in both the curriculum and co-curriculum (AAC&U archives & Birch archives). Thus, the process to rethink pedagogy for multiculturalism occurred concurrently for both academic affairs and student affairs educators.

For five semesters prior to the American Commitments Project faculty members at Birch relearned their academic disciplines with attention to race, class, and, gender (AAC&U archives & Birch archives). The process occurred through a grant from the state where Birch is located that happened directly before the American Commitments project. The faculty worked with preceptors outside of the institution to think about disciplines from cultural contexts outside of White European history (AAC&U archives & Birch archives).

Faculty also worked together in interdisciplinary seminars. Rachel noted as the author of a report, “Faculty’s own racial and ethnic backgrounds and experiences were shared in the interdisciplinary seminars; as one said, ‘we came to know ourselves as ‘new’ material” (Birch archives). The faculty and staff recognized that the students in the classroom often came from different backgrounds than their own. The faculty predominantly identified as White, whereas the students at Birch are predominantly Black. Because Birch is a teaching institution, Robin shared, “There was a culture that developed around helping students to be successful and there were disagreements about what was the best to do but that was part of the culture, too, that we, we talked seriously about that.” As previously mentioned, the disagreements arose from the distinction between faculty who saw themselves as helping students who were underprepared and, as Charlotte and Robin mentioned, the students who saw themselves as more “conversant” with diversity than the faculty (Charlotte) and who thought the faculty had “something to learn from them” (Robin). The predominantly White faculty needed to change their pedagogies in the classroom. Faculty, in the inclusive sense as defined by Birch, came together in weeklong

summer workshops to teach sample classes and receive peer critique, they then observed each other in courses and interviewed students for feedback about the classes (Birch archives). Additionally, faculty purchased books and resources for the library and considered the multicultural representation of authors in assigned readings. The dialogues about teaching Birch students occurred outside the seminars for faculty as well (AAC&U archives & Birch archives).

In the 1990s, Robin directed the Teaching and Learning Center at Birch. During his tenure, he created weekly sessions where both faculty and staff met in small groups to discuss experiences with teaching students at Birch inside and outside the classroom. Intermingled faculty, staff, and administrators talked about their successes and challenges with students. A culture of experimentation and trying new pedagogies at Birch allowed educators to share ideas in this venue. The educators established ground rules for the conversations including that nothing was discussed outside of the meetings and individuals had to use first person to talk about “I” rather than “them” in the meetings. Robin noted gender differences as salient to the way the meetings operated. He noticed that women seemed more comfortable speaking in first person “I” than the male academics in the groups. To this end, a shared endeavor between academic affairs and student affairs about diversity initiatives, like committee work in the *coordinated pathway*, heightened participants’ perceptions of their social identities.

Similar to the *coordinated pathway*, committees functioned to develop and design ideas for diversity initiatives where both academic affairs and student affairs assumed a role at the table. A General Education committee existed and Jean sat on

that committee as a student affairs professional. Rachel also expressed that members of the library sat on this committee as well in order to establish a more integrated model for design and implementation of the general education program.

Blurring the lines between Academic Affairs and Student Affairs.

Educators at Birch again blurred the lines between academic affairs and student affairs in their work. For instance, Jean was asked to assume the Dean of Students role after directing Upward Bound and teaching in the Freshman Core. She established a relationship with the faculty through her own work in academic affairs. The blurring of lines between academic affairs and student affairs was also out of necessity at Birch. Because the institution is small and there are limited resources, Rachel explained:

And then the size of the institution you really do ... talk to people. People wear many hats. In some ways our need to really shepherd resources and be creative and inventive, I mean it's a hassle sometimes but it also makes you be creative and gives you room to do different things.

Therefore, the blurring between student affairs and academic affairs naturally emanated from the institutional size. Both Jean and Rachel taught and served in administration. Robin and Charlotte worked as professors, but had their own career journeys that blurred the lines between academic affairs and student affairs.

Participants explained that the challenge in this type of organization was that individuals often felt stretched and tired because of assuming multiple roles.

The distinction between the blurring of the positions between academic affairs and student affairs at Birch compared to Maple and Oak was that at Birch, student

affairs and academic affairs acted together or altered structures in some of the work. In this sense, there was shared practice between academic affairs and student affairs. There was an active questioning of the structures within higher education that looked at shared practice between student affairs and academic affairs.

Challenging cultural contradictions between Academic Affairs and Student Affairs. The cultural contradictions between academic affairs and student affairs are not ignored but rather challenged in thought and action in the *pervasive pathway*. Robin indicated that student affairs individuals resented that the faculty was allowed to “say whatever they want” because of academic freedom with tenure, a privilege student affairs professionals could not attain. Rather than ignoring this cultural contradiction, the dynamic was discussed among educators in the *pervasive pathway*. For example, a community council was established to interrogate the differences in freedom of speech issues and challenge inequities. Robin explained:

... I mean, one of the things we, we requested, demanded, was a real grievance procedure, a real evaluation procedure. Time off for staff to pursue Master’s degrees or Doctoral degrees, like faculty got, stuff like that. And eventually, that group morphed into something more aggressive, that we called the community council. We actually held elections that anybody, professional or nonprofessional staff, student affairs or academic affairs or faculty could vote in. I was elected to the group.

The community council became “a channel for staff grievances, and staff demands, because “there was none” that was co-created by faculty and staff as Robin explained. Thus, Robin used his background in labor relations, a dimension of connecting

academic study with being a gadfly to challenge the inequitable structures between academic affairs and student affairs and create new structures. Educators at Birch challenged additional contradictions between academic affairs and student affairs as well.

Shared governance. Consistent with the *pervasive pathway* model, staff organizations structures included that student affairs staff attended faculty meetings. Robin gave an example of professor who started as an adjunct at Birch but then became a full-time academic advisor. As a faculty member, “he attended union meetings, and especially faculty meetings, as well as division of humanities meetings. He was wearing different hats at the same time he was a full-time staff member” Robin said. The staff perceived it as a “virtue” because, “we thought that it strengthened the collaboration, that we were all committed to the learning of students, and so the more voices, the more participation, including in decision making, the better” as Robin continued. Therefore, this “mixed model” as Robin put it had some more traditional hierarchy within the two divisions of academic affairs and student affairs, but situations of wearing different hats provided educators with opportunities to use their voices in academic affairs divisions, student affairs, or both. Robin experienced the acknowledgement of the differences among stakeholders as healthy. He explained that everyone “would see the institution differently ... it was healthy to acknowledge this difference and accept it along with other differences.”

In some instances, academic affairs and student affairs educators taught together in the classroom. Jean noted that she and Charlotte taught a “History of Women in the United States in Black and White” that came out of the perspective of

both academic affairs and student affairs. Jean, as an African American woman whose discipline is in American Studies, took the lead in discussing White women. Charlotte, whose academic specialty is in African American studies, took the lead in discussing Black women. Jean explained “it was a hoot” for students who were initially surprised by who took the lead in discussion; Jean shared that Black students often questioned her about whether or not a White woman could teach about the African American experience in the US. The women considered their social identities in terms of race, gender, and positions of power on the campus when designing the class. The women enjoyed teaching together and shared the power of designing the curriculum and awarding grades. In this example, the structural contradictions between academic affairs and student affairs were challenged because the lines were blurred by taking into consideration both social identities and power in the classroom.

Structural dimensions of challenging contradictions occurred in student affairs as well. Jean worked with the division of student affairs to create a co-curricular transcript for students. Jean explained the process as working with the psychology faculty to jointly create competencies for student development in the design of the co-curricular transcript. Each semester student affairs asked faculty for a list of courses. Next, student affairs staff worked to “find possible field trips or opportunities for community service or internships that aligned with courses that were being taught.” Therefore, multiple concurrent processes challenged the contradictions in structure between academic affairs and student affairs when implementing diversity initiatives for Birch. The way of operating between academic affairs and student affairs became

the pervasive culture of the campus in *making continuous commitment to diversity and inclusion*.

Academic Affairs and Student Affairs partnerships as the operating culture. Rachel described the culture of Birch as having a “*simpatico*” in the way academic affairs and student affairs thought about teaching students and being able to “laugh at our mistakes.” The process of creating a *pervasive pathway* “also gave me more respect for this profession that we’re in ... our roles in shaping lives, and it really underlined that as a responsibility of academics,” according to Jean. And then she continued, “I’m including student affairs professionals when I say academics, because they are.”

The *pervasive pathway* at Birch was strengthened through the work of American Commitments. Jean said:

We were working in isolation, really, before American Commitments came along, and to meet with groups of people on other campuses who were doing the same kind of work helped a good deal in validating that what we were doing, we were going down the right path.

For Birch, the *pervasive pathway* worked because of the shared values between academic affairs and student affairs and the willingness to challenge contradictions between the cultures of the two areas was congruent with the commitment to preparing graduates for a multicultural society (Birch archives). The American Commitments Project served as another grant opportunity for Birch that strengthened their work pertaining to diversity and inclusion. As a learning center institution, all of the educators were committed to holistic learning of students. The way the educators

navigated the *pathways to partnership* led to different outcomes related to diversity and inclusion goals. Rachel expressed that partnering between academic affairs and student affairs was both “a process and a product.” Therefore, the transition in the sequence between the *pathways to partnership* and the outcomes on Figure 4.1 of the *cycle* reflects both the process and product of the educators on each campus in their work toward accomplishing diversity and inclusion objectives.

Outcomes

Although different *pathways to partnership* existed, every campus accomplished or made progress toward some goals in regards to diversity and inclusion during the 1990s. This study focused on the *process* educators used to form partnerships between academic affairs and student affairs promoting diversity initiatives during the timeframe of the American Commitments Project. Each process the participants used with colleagues on their respective campuses led to accomplishing goals related to: curriculum changes (see Table 4.3), composition changes for both students and faculty (see Table 4.4 and Table 4.5), and educational programs and procedures geared toward improving the campus climate for underrepresented or marginalized individuals and groups on campus (see Table 4.6). Again, this study used the merged theoretical framework from Hurtado et al. (1999) and Milem et al. (2005) in regards to diversity initiatives and therefore the way the data in the tables are presented reflects aspects of the theoretical framework used in this study. The merged theoretical framework encouraged educators on campus to consider: (a) the historical context of the campus, (b) the psychological climate for diversity, (c) activities or behaviors educators employ to develop a more inclusive

environment, (d) the compositional diversity on campus, (e) and the organizational dimension or policies and practices a campus uses to create an inclusive environment for diverse groups of faculty, students, and staff (Hurtado et al., 1999; Milem et al., 2005). The *issues of exclusion brewing* address the historical context for diversity on each campus and *the pathways to partnership* address the organizational dimension. Thus, the tables are used to represent outcomes on each campus in regards to compositional diversity and activities/behaviors used by educators to develop a more inclusive environment. Different campuses placed more emphasis on particular types of objectives than others. The data presented in the tables supplements the evidence supporting the outcomes related to diversity and inclusion presented by the participants in this study.

All of the campuses focused on enhancing the compositional diversity of students of color on the campus as well as faculty of color with varying improvements (see Table 4.4 and Table 4.5; Hurtado et al., 1999; Milem et al., 2005). The composition of students and faculty in 1993 and 2001 is reflected in the table based on *IPEDS* data (NCES, 2012). Spruce educators focused on curriculum changes during the timeframe of the American Commitments Project, but also worked on some behaviors/activities outcomes. Birch, Oak, and Maple all placed emphasis on curriculum, composition, and behaviors/activities. Although Oak and Maple educators 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. However, the social gadflies involved in the study argued that all of the initiatives supported the effort toward building a more inclusive

Table 4.3

Curriculum-Related Outcomes of Diversity Initiatives by Institution

Institution	Approach to Diversity and Inclusion	Course(s)	Course(s) Objectives and Goals
Birch	All courses were taught from a multicultural perspective	All	Faculty restudied curriculum through the perspectives of race, ethnicity, class, and gender; used preceptors from different institutions; faculty explored their own biases and assumptions when facilitating learning with students; student affairs and academic affairs faculty taught courses together
Maple	Encouraged faculty to infuse diversity and inclusion pedagogy in all courses; focused on design of diversity seminars (e.g., also seminars in residence halls)	Three-credit course requirement within general education	<i>Diversity seminars:</i> focused on topics related to “race, gender, class, sexual orientation, religion, and ethnicity” so that students explored “the diverse cultures of the U.S.” Goals and objectives for students included: communicating across difference; awareness of cultures and of issues that arise from racism and other “isms”; “analysis, synthesis, and application” fostered through writing assignments with individual reflection. <i>Other courses:</i> Academic affairs and student affairs educators taught courses; curriculum committee examined courses across the curriculum to complement the diversity seminar (Maple syllabi archives).
Oak	Encouraged faculty to infuse diversity and inclusion pedagogy in all courses; focused on design of three-credit course	Required three-credit course focused on Race and Ethnicity within general education	<i>Race and Ethnicity Course:</i> (1) understanding definitions of race, racism, and ethnicity; (2) evaluating the way(s) racial and ethnic intolerance in the US and in different countries resulted in inequalities; and (3) comparing discrimination based on social identities (e.g., race, religion, class, gender) <i>Other courses:</i> Curriculum committee approved courses based on two-page proposals; encouraged faculty to create themed semesters to go beyond one course and explore topics from multiple viewpoints (e.g., a women’s studies course to complement the required class; Oak syllabi archives).
Spruce	Redesigned general education curriculum to central “cultural foundations”	Nine credits within a general education curriculum over 50 credits	Students earned these nine credits through a sequence of three courses: (1) understanding minority history and cultures in the US; (2) understanding social problems in the US; and (3) a Capstone course designed for students to create a solution to a social problem. The overall goal was to prepare students to “confront the critical issues of society.” Supporting goals included an understanding of self and one’s roots in family culture and understanding the influence of minority cultures in the US and internationally. Academic affairs educators and student affairs educators taught courses in general education (Spruce syllabi archives).

(AAC&U archives, archived files from Birch, Maple, Oak & Spruce, & participant interviews)

Table 4.4

Composition of the Undergraduate Student Population in 1993 and 2001

Institution	Composition of Students in 1993	Composition of Students in 2001
Birch	1,997 undergraduates 67% Female 33% Male 36% White 49% Black 11% Hispanic < 1% Amer. Indian/Alaska Native 3% Asian or Pacific Islander	1,251 undergraduates 66% Female 34% Male 12% White 55% Black 19% Hispanic < 1% Amer. Indian/Alaska Native 4% Asian or Pacific Islander
Maple	14,413 undergraduates 53% Female 47% Male 94% White 2% Black 1% Hispanic < 1% Amer. Indian/Alaska Native 2% Asian or Pacific Islander	14,602 undergraduates 55% Female 45% Male 89% White 4% Black 2% Hispanic < 1% Amer. Indian/Alaska Native 2% Asian or Pacific Islander
Oak	23,384 undergraduates 47% Female 53% Male 73% White 8% Black 5% Hispanic < 1% Amer. Indian/Alaska Native 10% Asian or Pacific Islander	23,189 undergraduates 51% Female 49% Male 64% White 8% Black 4% Hispanic < 1% Amer. Indian/Alaska Native 12% Asian or Pacific Islander
Spruce	2,668 undergraduates 57% Female 42% Male 61% White 5% Black 28% Hispanic < 1% Amer. Indian/Alaska Native 2% Asian or Pacific Islander	2,324 undergraduates 56% Female 44% Male 55% White 4% Black 31% Hispanic < 1% Amer. Indian/Alaska Native 2% Asian or Pacific Islander

National Center for Educational Statistics (2012). *IPEDS data center*. [Data file]. Retrieved from <http://nces.ed.gov/ipeds/datacenter/Default.aspx>

Table 4.5

Composition of the Faculty Population in 1993 and 2001

Institution	Composition of Faculty in 1993	Composition of Faculty in 2001
Birch	181 Faculty members 40% Female 60% Male 81% White 10% Black 6% Hispanic < 1% Amer. Indian/Alaska Native 3% Asian or Pacific Islander	180 Faculty members 60% Female 40% Male 73% White 17% Black 5% Hispanic < 1% Amer. Indian/Alaska Native 5% Asian or Pacific Islander
Maple	1,430 Faculty members 38% Female 62% Male 91% White 3% Black 1% Hispanic < 1% Amer. Indian/Alaska Native 5% Asian or Pacific Islander	1,634 Faculty members 36% Female 65% Male 86% White 4% Black 2% Hispanic < 1% Amer. Indian/Alaska Native 4% Asian or Pacific Islander
Oak	3,369 Faculty members 27% Female 73% Male 86% White 4% Black 2% Hispanic < 1% Amer. Indian/Alaska Native 7% Asian or Pacific Islander	3,837 Faculty members 33% Female 67% Male 73% White 5% Black 3% Hispanic < 1% Amer. Indian/Alaska Native 8% Asian or Pacific Islander
Spruce	220 Faculty members 41% Female 59% Male 91% White 2% Black 5% Hispanic 4% Amer. Indian/Alaska Native < 1% Asian or Pacific Islander	211 Faculty members 45% Female 55% Male 88% White 3% Black 6% Hispanic 2% Amer. Indian/Alaska Native < 1% Asian or Pacific Islander

National Center for Educational Statistics (2012). *IPEDS data center*. [Data file]. Retrieved from <http://nces.ed.gov/ipeds/datacenter/Default.aspx>

Table 4.6

Programmatic and Procedural Outcomes of Diversity Initiatives in the 1990s

Institution	Programmatic Activities Related to Students	Programmatic Activities Related to Faculty	Programmatic Activities Related to Administration
Birch	<ul style="list-style-type: none"> • Student affairs collaborated with Psychology faculty to create student development transcripts—“communication skills, community orientation/citizenship, multiracial/multicultural awareness,” and other competencies assessed by staff reviewing portfolios and student reflections • Joint meetings of AA and SA educators—reflected on techniques used to mentor students 	<ul style="list-style-type: none"> • Oral history research in the community where Birch is located • Assessments in each college related to multiculturalism in the classroom • Teaching and learning dialogues 	<ul style="list-style-type: none"> • Multicultural resources in the library • Workshops sponsored by academic support and student affairs—“modified to be sensitive to diversity” • Teaching and learning dialogues • “Multiracial/multicultural task force”—both academic affairs and student affairs represented • Ongoing work on annual “diversity and empowerment” conferences for faculty, staff, and students
Maple	<ul style="list-style-type: none"> • Theme communities in the residence halls to discuss issues related to diversity and inclusion (e.g., race, class, gender) • Educators created a culture center — activities support interacting across differences among students, faculty, and staff to improve the climate for diversity 	<ul style="list-style-type: none"> • Workshops for faculty about diverse pedagogies in the classroom • Invited well-known diversity scholars to campus • Developed research on local Native American tribe—educators studied language; ongoing relationship-building with tribe 	<ul style="list-style-type: none"> • Programs for faculty and staff in regards to LGBT and religious ally development • Created multicultural council that reviewed plans for developing culture center, curriculum changes, and data from climate studies • Invited well-known scholar to consult with Maple about diversity plan
Oak	<ul style="list-style-type: none"> • Faculty/student committees related to intergroup dialogue programs • Developed service-learning center involving over 600 students in program each year 	<ul style="list-style-type: none"> • Research center focused on teaching and learning (specific program designed for enhancing diverse pedagogies in the classroom) • Ongoing faculty workshops related to multiculturalism in the classroom • Faculty conducted studies about student outcomes related to race and ethnicity courses (e.g., perspective on gender roles before and after course) 	<ul style="list-style-type: none"> • Administrators in offices like Minority Affairs and library created policies pertaining to multiculturalism—Oak Order • Provost created Vice Provost for Minority Affairs position • Council formed on multiculturalism across the campus; met on ongoing basis to develop activities
Spruce	<ul style="list-style-type: none"> • Faculty invited to conduct seminars in the residence halls in regards to multiple issues (i.e. race, gender, sexual orientation) • Programs offered to celebrate holidays such as MLK Jr. Day • Program designed to sponsor students from migrant farmworker families in the area 	<ul style="list-style-type: none"> • Faculty completed workshop to prepare to teach introductory course about minority history in U.S. • Faculty learned about Black history from a faculty member at a nearby institution • Teaching and learning seminars for faculty about diverse pedagogies in the classroom 	<ul style="list-style-type: none"> • Ongoing workshops for faculty and staff about teaching “cultural foundations” courses in general education

(AAC&U American Commitments archives, Birch, Maple, Oak & Spruce archives, & Participant interviews)

climate for faculty, students, and staff on their respective campuses (Hurtado et al., 1999; Milem et al., 2005).

My review of archived files from each campus supplemented the information participants shared related to outcomes of diversity and inclusion efforts. The participants in the study and AAC&U expert nominators provided reports from each campus about their outcomes from the American Commitments Project as well. The outcomes are presented in general ways in order to remove identifying information from each campus. All of the archived files included: progress reports to AAC&U about the educators' work related to the American Commitments Project at each campus, copies of syllabi pertaining to diversity curriculum, curriculum vitas of each member of the American Commitments' teams, and pamphlets pertaining to unique initiatives at each campus related to diversity and inclusion objectives.

The information obtained regarding outcomes was not static; I received archived files that captured points in time for the journey toward reaching diversity and inclusion objectives articulated by the educators from each campus. The nature of the process for the *Cycle of Making Continuous Commitments to Diversity and Inclusion* is iterative; the *cycle* repeats itself. In this study, the participants reflected on the iterative nature of the emergent *cycle* and therefore the key category of *iterative process* is visible on Figure 4.1. Thus, the iterative process is two-fold; it is both the nature of the cycle and also the way participants reflected on the process of forming partnerships between academic affairs and student affairs about diversity initiatives and how the reflection pertained to their own ongoing work on making

commitments and the ongoing work of the campus in regards to committing to diversity and inclusion objectives.

Iterative Process of the Cycle of Making Continuous Commitments to Diversity

The *Cycle of Making Continuous Commitments to Diversity and Inclusion* was an iterative process. Over time, the campuses continued to face issues of exclusion brewing in the campus environment and moved through the phases of the *cycle* to approach *pathways to partnership*. The iterative nature of making continuous commitments to diversity and inclusion related to both the individual and institutional intersecting dimensions of formulating partnerships between academic affairs and student affairs.

Within the campus, participants considered how the thrust toward global learning in higher education, financial challenges on campus, and ongoing demographic changes in higher education forced the *cycle* to continue. Individually, participants considered how their work around diversity initiatives prior to and during American Commitments informed the ways they faced current issues of exclusion in the campus setting or different settings. Kelly at Oak explained that making commitments to diversity initiatives around America Commitments was:

Not just some project that then disappears, but how to continue to train and develop both the people, the institutional understandings, the pathways throughout the system so that that kind of commitment exists beyond any individual, beyond any source of funding that kind of thing.

Kelly described how the commitment continued, but the way to sustain the work evolved as well. Different issues of exclusion brewed within the campus

environments after American Commitments. However, sometimes the same issues resurfaced at each campus. The process used to react to new issues looked similar and different for the campuses as well and related to whether or not systems in place sustained the work as Kelly described. The nature of the partnerships that formed between academic affairs and student affairs was dynamic. The typologies in the *pathways to partnership* mentioned earlier in regards to ways of blurring or maintaining separation between academic affairs and student affairs was applicable to new scenarios on the campus as well (see Table 4.2).

The Thrust into Considering Global Learning

Because most of the participants were committed in a lifelong career fashion to their particular institutions, they served as oral historians to what came before American Commitments and what came after the process. Similarly, the participants talked about a new era of making commitment to global learning. Educators discussed how domestic diversity served as an “organizing concept” in the 1990s according to Barb, but now the “international, the global requirement” served as the “organizing concept” at Maple. Participants discussed the complexities of looking at global learning not only in terms of meeting the mission statement goals that related to students graduating with global understanding, but also the troublesome dimensions of moving to global learning if attention to domestic diversity got lost. Again, issues of exclusion on campuses came into question.

The idea of following different “tributaries,” as Rachel at Birch identified, related to why a campus may select a different pathway to connect academic affairs and student affairs in the process of partnering to address issues of exclusion. Spruce

followed a new pathway in regards to global learning after the timing of American Commitments. Donna at Spruce explained that the accrediting body asked the educators to look at how they are considering global learning in the early 2000s because the concept was unclear in the mission statement. At Spruce, work of American Commitments followed the *complementary pathway* between academic affairs and student affairs with the “they do these things and we do those things” mentality. However, the pathway currently incorporated for global learning operated more along the *coordinated pathway*. Specifically, academic affairs and student affairs educators co-designed objectives around global learning curriculum and co-curriculum. Spruce participated in the current global learning 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, around global and Gen Ed. curriculum and student affairs programs. Um, to my knowledge, that didn’t happen at a previous time.

Elizabeth at Spruce elaborated more about why the process looked different now as opposed to the time of American Commitments. 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. Henrietta and Donna at Spruce discussed how the nine credits of coursework in general education related to “cultural foundations” also assumed a more global perspective because social issues were considered in countries across the world. Coursework in the general education program are

constantly being transformed to meet the goals of mission. Therefore, individuals from both student affairs and academic affairs now designed the work around global learning for students. The process was more reminiscent of the *coordinated pathway* from Maple and Oak during American Commitments. Elizabeth used the word “co-produce” to describe this process around global learning. Once again, the impetus for considering Global learning related back to taking cues from the mission and leadership architecting when making the continuous commitment to diversity; the same influences of the *pathways to partnership* were considered, but a different route was selected. Elizabeth at Spruce elaborated on questions raised in global learning that may be considered issues such as:

What does it mean to be a citizen of the United States in relationship to all the other countries, and what does it mean to be a member on the planet and, you know, what about the push with sustainability of being green and global warming, and, you know, the list goes on. So many of those things weren't on the forefront of higher education's radar screen until the past 10 or 15 years.

The global focus is related to *issues of exclusion* because there are greater populations of international students on the campus. Henrietta related that not only did the Brothers infuse an international focus in the mission statement, but also the influx of international students on the campus served as a catalyst for refocusing the general education curriculum again. Participants hearkened the use of strategic plans as a guide used by the committees of academic affairs and student affairs educators when thinking about the power to implement the ideas suggested. Thus, the example at Spruce was demonstrative of a campus that elected a different *pathway to partnership*

when diversity initiatives arose and how the campus evolved in organizational operations.

Although all of the participants mentioned making continuous commitments to diversity as taking on a more global focus, again issues of exclusion persisted in different ways. Margaret and Barb at Maple talked about the “cop out” narrative that can exist when pursuing global learning on campus. Margaret noted that global could become an “easy way out” to not look at domestic diversity but rather focus on something that is “exotic” by students studying abroad and not looking at their own identities. Perpetual issues of power and privilege would be reinforced through this type of global learning. Margaret offered:

I think what’s happened is that a lot of the diversity stuff has been abandoned toward the global stuff, and I think it’s a serious, serious problem. Because of my background, I seriously, I deeply believe that you do not ... going to another country does not mean you’re going to have an intercultural experience. You may just have a local experience in a different cultural setting.

The observation revealed how and why making continuous commitments to diversity and looking at issues of exclusion lurking underneath the surface was critical to establishing sustainable partnerships between academic affairs and student affairs. These questions are not answered by participants but rather discussed as issues that permeated the *Cycle of Making Continuous Commitments to Diversity and Inclusion*.

Facing Financial Challenges on Campus and Choosing to Partner

José and Ramon talked about financial challenges at Oak that challenged educators in partnering between academic affairs and student affairs. Instead of operating from the *coordinated pathway*, the educators talked about a tendency to move into the *complementary pathway* when financial setbacks happened on campus. José shared, “instead of responding collaboratively, it appears that, both flags are mostly, mostly defending what's theirs and not, not looking to collaborate.” José shared that Oak is known for its commitment to diversity, but the financial challenges sometimes moved “both flags” or academic affairs and student affairs down the *complementary pathway*. 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, so everybody's kind of looking inward and thinking, you know, why am I spending money on that project or sort of being flexible with funds that maybe are going more towards the purposes of, they sort of crossing the lines that maybe it's serving some purposes of student affairs or academic affairs that, you know, what I need, when I'm worried more about every dollar I have to think, I'd rather spend it just in my division.

Ramon mentioned not only budget issues, but also personality issues that might lead educators into a different *pathway*. Ramon and José at Oak both mentioned that the relationships among the social gadflies at Oak during the time of American Commitments were special. José continued, “Years ago people were at different

points in their careers and some ... people involved have retired, moved to other institutions or died and ... back then you did have a unique constellation.” Thus, the examples from Spruce and Oak offer new issues that moved the educators into a different *pathway to partnership*.

Yet, Birch held steadfast to the *pervasive pathway* even when questioned by new administrators who practiced differently at former institutions prior to coming to Birch. A new Vice President for Academic Affairs suggested that academic affairs and student affairs should work separately in regards to diversity initiatives and other initiatives, but the educators at Birch taught the administrator about the *pervasive pathways* at Birch; the educators made the partnership a sustained part of the culture. Charlotte at Birch shared:

When she first came I kept saying to her, we're a community here, you're not understanding that, we're used to working in collaboratively between student affairs and academic affairs. I mean we have that in place. And when she first came she didn't understand that and she didn't understand how it worked and it took a couple years before she got it, and now she does so it's cool. But I mean it did take a while and it was ... part of it was her notions about previous places she had been, you know, because that's what we base our experience on, and she had worn both kinds of hats, student affairs and academic affairs herself, and I think, you know, she had her own notions of how she wanted to do things, which weren't bad necessarily but they just weren't the way we did them.

Charlotte's analysis of the new administrator speaks to the way Birch integrated the *pervasive partnerships* between academic affairs and student affairs into the way they do things at Birch. She further shared that "we made a believer out of her" when referring to the new administrator. In fact, the administrator currently initiated a current grant for Birch focused on efforts related to "multicultural literacy, financial literacy, and information literacy," Charlotte shared. Thus, the ongoing commitment to diversity and inclusion at Birch never waned. The literacy language relates to the eight core competencies Birch established for both academic affairs and student affairs.

Birch and Maple currently operate in the same *pathway* when discussing academic affairs and student affairs partnerships as illustrated through the work during the timeframe of American Commitments. However, the examples from Spruce and Oak illustrated how electing a different *pathway to partnership* is possible in the emergent model. The continuous commitments are discussed at the individual level as well.

The Iterative Nature of Making Individual Continuous Commitments to Diversity

A common characteristic of the participants in this study was that most participants committed to the same campus environment for most of their professional career. The continuous commitment in this sense allowed the participants to continue to evolve and remake themselves as educators looking at diversity in complex ways on the campus. The evolution of making continuous commitments to diversity was taking on a global lens from within the campus

environment but also on personal levels for the educators as well. Rachel at Birch described that her own work seeped into more international dimensions sharing, “I have a diversity network that is global and my career has kind of evolved into that and it’s still [Birch] based.”

The partnership work served as an influential experience for educators to recall when making commitments to different issues of diversity on the campus and in the surrounding community. Jean worked tirelessly on fundraising and building a new library on the Birch campus and in fundraising for a scholarship fund as the Vice President for College Relations after her tenure as the Vice President for Student Affairs. Jean expressed that, “We built the library with that idea of diversity and partnership, collaboration, in mind ... I mean, down from the architects, to everyone that was involved in the project, that was our goal, to make the library reflected in the work of the college.” She described how the work of the partnering between Academic affairs and Student affairs during the time of American Commitments helped prepare her for that role.

The nature of making a continuous commitment to diversity revolved around the idea of repeating the process when different or similar issues of exclusion surfaced. The iterative process necessitated that campuses again consider the following: educators’ reaction to *issues of exclusion* on a campus, *taking cues from the mission* (or redefining the mission), *leadership architecting* new ideas, and educators looking to national organizations such as AAC&U to *serve as catalysts* for continuing the work, and taking a *pathway to partnership* to facilitate how making

continuous commitments to diversity efforts might reinvigorate the campus into action.

Summary of the Cycle of Making Continuous Commitments to Diversity and Inclusion

The iterative process of the *Cycle of Making Continuous Commitments to Diversity and Inclusion* was the theory that emerged from this study (see Figure 4.1). All of the campuses experienced issues of exclusion for individuals or groups impeding their inclusion in the environment. The campuses then looked to: *taking cues from the mission, leadership, architecting, involving the social gadflies, and AAC&U as catalyst* to determine how to take an approach to addressing issues of exclusion on the campus. The four key categories served as the critical influences educators considered when designing how to make commitments to diversity and inclusion on the campus. The social gadflies represented the people on campus already committed to diversity and inclusion both personally and professionally.

The process used to enact diversity initiatives on campus led educators on a *pathway to partnership* between academic affairs and student affairs. How the social gadflies viewed a partnership between academic affairs and student affairs influenced the type of pathway to partnership that was selected. The social gadflies recognized how diversity initiatives may transform the environment for inclusion in aspects such as: altering the curriculum to engage students in understanding themselves in relation to the history of the United States, learning more about themselves as teachers/educators in relation to students from different backgrounds than their own, recruiting faculty of color and women to the faculty and staff, recruiting and retaining

students from backgrounds underrepresented in the respective environments, conducting climate studies, and integrating numerous organizations and committees across campus tasked with making efforts in looking at one or more of the aforementioned aspects.

The social gadflies possessed awareness of social justice experiences through using frameworks for understanding issues of diversity and inclusion such as taking stands during the Civil Rights era or identifying as a feminist. The distinctions arose when the social gadflies considered the organizational structures at play between academic affairs and student affairs as equitable or unequal on their particular campuses. The way the social gadflies negotiated distinctions of power between academic affairs and student affairs influenced the route to partnership.

If the social gadflies perceived the organizational structure as unequal, but not problematic because academic affairs contributed to learning inside the classroom and student affairs contributed to learning in the co-curriculum about diversity and inclusion, the *complementary pathway to partnership* was employed. If the social gadflies recognized the power differential but wanted to bring the insights from both academic affairs and student affairs into designing diversity and inclusion initiatives, the educators to implement diversity initiatives used the *coordinated pathway to partnership*. Finally, social gadflies who acknowledged the power differential between academic affairs and student affairs and worked to transform the power differential as part of designing and implementing diversity and inclusion efforts operated from the *pervasive pathway to partnership*. The way the gadflies perceived their own social identities in relation to the process emerged in episodes with their

colleagues. Nevertheless, all the social gadflies made strides in implementing diversity initiatives on campus. However, all the social gadflies also recognized that the campus was never finished with addressing *issues of exclusion*. Thus, the iterative nature of the *Cycle* was discussed. The *Cycle of Making Continuous Commitments to Diversity and Inclusion* encapsulated how individuals on campus and organizations as a whole make a series of commitments to diversity and inclusion. The work is never finished.

CHAPTER V: DISCUSSION

This chapter discusses the emergent theory of academic affairs and student affairs partnerships about diversity initiatives, the *Cycle of Making Continuous Commitments to Diversity and Inclusion*. The chapter begins with a synopsis of the emergent theory in relation to the research questions. Then, the emergent theory is related to existing literature concerning academic affairs and student affairs partnerships about diversity initiatives. The implications for practice and future research are addressed. Further, a reprise from the reflexivity section in Chapter III is offered in this chapter as a response to the ways this study prompted my own reflections about conducting a constructivist grounded theory (Charmaz, 2006) using a social justice theoretical perspective (Charmaz, 2005) to investigate academic affairs and student affairs partnerships about diversity initiatives. Finally, limitations and strengths of the study are articulated.

Discussion of Emerging Theory in Relation to Research Questions

The purpose of this constructivist grounded theory was to understand how the process of forming academic affairs and student affairs partnerships about diversity initiatives developed. Four research questions included: (a) what are the critical influences of the process for developing an effective partnership between academic affairs and student affairs; (b) what can be learned from educators, faculty and administrators from both student affairs and academic affairs involved in American Commitments about how to formulate partnerships between academic affairs and student affairs; (c) how do educators' own perceptions of their multiple identities influence their work about implementing diversity initiatives; (d) how, if at all, has

involvement in American Commitments currently shaped the way(s) educators create partnerships between academic affairs and student affairs? In the first research question the term critical influences was operationalized as environmental and/or personal factors that contribute to the development of the partnership between educators from academic affairs and student affairs.

The research questions guided the conception of the study and the constant comparative data analysis used to generate concepts and categories responding to the research questions was applied (Charmaz, 2006). The intended outcome of this study was to produce an emergent theory of academic affairs and student affairs partnerships about diversity initiatives. Next, a summary about the ways the emergent theory addresses the research questions is offered.

What are the critical influences of partnerships between academic affairs and student affairs?

The critical influences leading to a partnership between academic affairs and student affairs about diversity initiatives included both environmental and personal factors. In total, five key categories in the *Cycle of Making Continuous Commitments to Diversity and Inclusion* served as critical influences to partnerships. The influences included: *issues of exclusion brewing, taking cues from the mission, leadership architecting, involving the social gadflies, and AAC&U as a catalyst*. The issue of exclusion brewing in the environment activated the emergent *Cycle of Making Continuous Commitments to Diversity and Inclusion*. For example, some of the issues of exclusion stemmed from hate crimes in the surrounding community due to racism. An additional issue of exclusion pertained to the curriculum: faculty teaching history

through the perspective of dominant White men, especially to marginalized students from underrepresented groups, further reified the privilege of dominant culture when the content or pedagogy employed emanated from a White lens (McLaren, 2003).

When educators on campus reviewed the mission statements, they recognized incongruence between the mission statements giving “cues” to value and upholding commitment to diversity and inclusion and the existing reality of *issues of exclusion* that threatened that commitment. Therefore, leaders, most often Presidents and chief academic affairs officers, architected strategies or visions that included one or more goals related to: altering the curriculum toward more multicultural aims, making commitment to recruiting and retaining students and faculty from underrepresented groups on the campus, conducting climate studies, and creating education programs to support diversity and inclusion goals. Although these leaders offered vision, they also recognized the need to involve the status leaders on campus who oversaw departments where diversity and inclusion initiatives were implemented. Therefore, the presidents and provosts involved status leaders such as associate deans of academic affairs and associate provosts with job roles related to multiculturalism. The status leaders (Rachel from Birch, Steve from Maple, Abu from Oak, and Donna from Spruce) then crafted the request for proposals to AAC&U for the American Commitments Project. The status leaders invited educators on campus to join the American Commitments team, educators with a reputation for commitment to diversity and inclusion and educators the team leaders respected in academic affairs and student affairs, the social gadflies.

The social gadflies, or people who challenged the status quo (Retrieved from http://www.reference.com/browse/Gadfly_%28social%29) for policies and practices that excluded individuals or groups on campus mobilized to create changes on their respective campuses. The social gadflies were administrators and faculty associated with both student affairs and academic affairs; they were already committed to the work of diversity and inclusion in their academic fields of study and in their current roles on campus. The status leaders trusted the social gadflies and the social gadflies trusted each other to generate ideas for transforming the campus to address the *issues of exclusion brewing*.

Finally, AAC&U served as a *catalyst* to move the gadflies forward in implementing initiatives in the curriculum, pedagogically, programmatically, or in operating practices on campus between academic affairs and student affairs. The leaders at AAC&U offered research and scholarship from individuals who provided expertise in building more inclusive campus environments, time away from campus for the gadflies to meet in summer institutes designed to facilitate educators' commitment to developing diversity initiatives while learning about what other campuses were doing across the country, and national recognition for the work the campuses were already doing related to diversity and inclusion. All five influences stimulated the campus into a *pathway to partnership* or the way the campus operated between academic affairs and student affairs to partner (or not) to implement diversity initiatives.

What can be learned from educators about how to formulate partnerships between academic affairs and student affairs?

This study unearthed different *pathways to partnership* through the work of educators involved in the American Commitments Project. Thus, there are different ways to formulate partnerships between academic affairs and student affairs about diversity initiatives. Yet, all partnerships focused on “making commitments” in different ways to diversity and inclusion on the respective campuses. The three pathways were: (a) the *complementary pathway*, (b) the *coordinated pathway*, and (c) the *pervasive pathway*.

The *complementary pathway* between academic affairs and student affairs meant that both units functioned to support diversity and inclusion efforts, but the efforts happened in separate ways. The *complementary pathway* is characterized by academic affairs and student affairs working in separate committees to initiate diversity and inclusion efforts and not facing contradictions in power between academic affairs and student affairs on campus. The role of academic affairs 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 student affairs focused on co-curricular efforts such as programs in the residence halls that engaged students in looking at issues such as race, class, and gender. Almost all of the participants shared that both academic affairs and student affairs educators collectively contributed to meeting diversity and inclusion goals. However, the perception of student affairs from Don at Spruce was that their work

focused on student life but did not necessarily support the academic mission of the university. However, Elizabeth from Spruce disagreed with Don's perspective in that the work of student affairs does support the academic mission of the institution particularly because student affairs educators teach courses in the general education curriculum. In totality at Spruce, the work of academic affairs and student affairs supported the diversity and inclusion goals; therefore, the work at Spruce between academic affairs and student affairs was *complementary*.

The *coordinated pathway* used by Maple and Oak was characterized by academic affairs and student affairs creating a shared vision for the development and implementation of diversity initiatives; the work often occurred in committees designated to create efforts related to transforming curriculum, composition of the campus, and climate. The educators worked across various units by sending representatives from multiple departments to represent viewpoints from both student affairs and academic affairs in the committee meetings. Further, many educators at Maple and Oak operating out of the *coordinated pathway* blurred the lines between academic affairs and student affairs in their own work that facilitated greater understanding of the contributions both academic affairs and student affairs can make toward diversity and inclusion goals. To this end, the recognition of cultural contradictions between academic affairs and student affairs in this pathway was prevalent, particularly that academic affairs possessed more status in the campus environment. However, the recognition of the power differential did not stymie the gadflies from collaborating, but they acknowledged that the inequities challenged how they partnered in this *pathway*. The predominate feeling was that power

differentials existed between student affairs and academic affairs, but the social gadflies knew student affairs educators contributed to both student learning and meeting diversity and inclusion goals on campus. Thus, the social gadflies in both academic affairs and student affairs worked together on diversity and inclusion goals despite the power differentials.

Finally, the *pervasive pathway* at Birch exemplified a third way to understand how educators formulated partnerships between academic affairs and student affairs. The *pervasive pathway* was aptly named pervasive because partnerships between academic affairs and student affairs were the standard way of operating on the campus. The educators in student affairs and academic affairs collaborated prior to the American Commitments Project, particularly during the timeframe when a new president came in the late 1980s. However, the work about diversity and inclusion in the 1990s enhanced the ways academic affairs and student affairs worked together at Birch. Similar to the *coordinated pathway*, educators who adopted the *pervasive pathway* also developed a shared vision between academic affairs and student affairs for articulating diversity and inclusion goals. Social gadflies in the *pervasive pathway* also blurred the lines between academic affairs and student affairs in their own work.

However, the *pervasive pathway* was distinct because the social gadflies challenged the cultural contradictions between academic affairs and student affairs to promote equity and collegiality in relationships. The gadflies in the *pervasive pathway* challenged the contradictions 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 academic affairs and student affairs teaching together and sharing power, and student affairs educators who wore different hats speaking up in faculty senate meetings because they also taught in the classroom as well as assumed administrative roles in student affairs. All the educators from academic affairs and student affairs were “academics” as Jean put it because everyone contributed to student learning in either the curriculum, the co-curriculum, or both.

All the *pathways to partnership* focused on relationships between key players in both academic affairs and student affairs. The level of trust and rapport between the educators was critical in all pathways for partnerships to form. The findings from this study illuminated different ways to formulate partnerships between academic affairs and student affairs that all led to outcomes related to making commitments to diversity and inclusion. The findings from the study also addressed how the perceptions of the educators’ multiple identities influenced their work implementing diversity initiatives.

How do educators’ perceptions of their multiple identities influence their work implementing diversity initiatives?

The educators in this study may all be described as social gadflies. Social gadflies are individuals willing to challenge the status quo in the campus environment to alter curriculum, pedagogies, and policies and practices that exclude individuals or groups in the environment (Retrieved from http://www.reference.com/browse/Gadfly_%28social%29). The social gadflies perceived themselves as already committed to work for diversity and inclusion through experiences such as growing up in the Civil Rights Movement and academic

study that heightened their awareness and convictions toward standing up to inequitable systems in education and in their communities. Thus, the perceptions of their own identities in relation to diversity and inclusion work were situated in this notion of being a social gadfly.

Educators' perceptions of their multiple identities influenced their work in episodic ways. Different experiences in both designing and implementing diversity initiatives heightened participants' perceptions of their social identities and professional identities in faculty, administrative, and/or student affairs roles. For instance, individuals identifying with dominant identities such as White race sometimes recognized their own privilege when designing diversity initiatives because they did not personally face discrimination due to race on campus. They acknowledged there were experiences their colleagues of color faced that they could not fully relate to due to their privilege.

The committee work enhanced participants' awareness of their social identities and influenced their perceptions of how issues were raised (or not) in designing diversity initiatives. For instance, sometimes participants recognized that their own experiences identifying with a marginalized identity such as being a woman, a lesbian, a person of color, or a person from an underrepresented religious background influenced their way of seeing the world, and they wanted to bring forward that perspective. Yet, they also acknowledged that they needed to understand the ways of seeing other individuals on the committee brought that might be different from their own. Further, they needed to decide if they would fight for their own perspective if it was not raised. The participants' perceptions of their multiple

identities implementing diversity initiatives in partnerships between academic affairs and student affairs varied depending on the type of *pathway* the campus operated from in this study.

The deeper the partnership between academic affairs and student affairs, moving from the *complementary pathway* as the least entrenched in partnership to the *pervasive pathway* as the most entrenched in partnership, the deeper were the considerations for the influence of the perceptions of personal multiple identities affecting the work about diversity initiatives. The act of challenging power differentials between academic affairs and student affairs heightened the awareness of organizational inequities on the campus and the need to transform structures to equalize the power between academic affairs and student affairs. The *pervasive pathway* challenged educators to enact social justice processes that would lead to the perception and reality of student affairs as an equal contributor to making commitments to diversity and inclusion. Thus, the academic affairs and student affairs educators made a conscious effort to demonstrate their shared belief that academic affairs and student affairs both contributed to student learning by their actions to transform inequitable structures that placed academic affairs in greater power than student affairs. Because the work pertaining to diversity and inclusion is never finished, the educators recognized ways partnerships between academic affairs and student affairs evolved on campus since the time period of American Commitments.

How did involvement in American Commitments shape the way(s) educators create partnerships between academic affairs and student affairs to-date?

The involvement in the American Commitments Project influenced the ways educators create partnerships between academic affairs and student affairs to-date because the *Cycle of Making Continuous Commitments to Diversity and Inclusion* is an *iterative process*. Therefore, the educators continued to figure out how to partner between academic affairs and student affairs when *issues of exclusion* arose on the respective campuses. Some campuses operated from the same *pathway for partnership* whereas other campuses adopted new *pathways* because of budgetary shifts in the environment or new strategic plans from leaders who designed a vision of academic affairs and student affairs collaborating in different ways pertaining to global learning initiatives. No matter what circumstances occurred on campus, all the educators continued to make commitments to diversity and inclusion and the process of making commitments included navigating operating practices between academic affairs and student affairs.

For Birch, the involvement with American Commitments and other grant projects during the 1990s created a long-lasting culture for academic affairs and student affairs partnerships on campus. Sometimes new administrators wanted to change the ways academic affairs and student affairs partnered because they brought experience from campuses where the *pathway to partnership* looked more like the *complementary* or *coordinated pathway*. However, the Birch educators taught the new administrators about the culture for *pervasive partnerships* at Birch and as a result maintained the culture for *pervasive partnership*.

At Spruce, the campus shifted to the *coordinated pathway* when implementing initiatives about global learning. The current leaders articulated more of an expectation for student affairs and academic affairs to work collaboratively. The educators at Maple focused on developing initiatives pertaining to global learning but continued to operate from the *coordinated pathway*. Finally, the educators at Oak expressed that budgetary cuts challenged academic affairs and student affairs to partner because they needed to think about sharing financial resources and yet preserve funding for their own turf at the same time.

Thus, some leaders navigating current issues on the campus invited educators to use the same *pathway to partnership* between academic affairs and student affairs they applied during the timeframe of American Commitments to address the issues of exclusion on campus. Other leaders asked educators to alter practices to employ a new *pathway to partnership* in response to current issues educators on the campus faced. The work with American Commitments shaped the current practices the educators used to partner between academic affairs and student affairs on each campus. Thus, the way the educators addressed current *issues of exclusion brewing* on the campus further supported the sequencing of the *Cycle of Making Continuous Commitments to Diversity and Inclusion*.

Discussion of Emerging Theory in Relation to Existing Literature

“Diversity has probably received more attention than any other issue in American higher education during the past forty years” (Sandeen & Barr, 2006, p. 49). Yet empirically-based evidence of the process academic affairs and student affairs use to implement diversity initiatives has received minimal attention in the

literature. This study addressed this gap in the literature. The literature review contextualizing this study looked at: (a) the historical influence for the call for partnerships in higher education between academic affairs and student affairs; (b) the principles of good partnerships in higher education based on theoretical literature and some empirical research; (c) the barriers to partnerships between academic affairs and student affairs; and (d) the conceptual framework for building diverse and inclusive campus environments that grounded this study. The emergent theory from this study is a dynamic process that demonstrated how partnerships between academic affairs and student affairs about diversity initiatives form.

The findings from this study made several contributions to the literature. In particular, this research exemplified how educators recognized and attended to an institutional culture (Kezar & Lester, 2009; Nesheim et al., 2008; Whitt et al., 2008), a principle of good partnerships between academic affairs and student affairs. To this end, this study demonstrated how campuses transformed (or not) barriers such as differing cultures between student affairs and academic affairs (Blake, 1996; Kuh, 1996; Magolda, 2005; Schroeder, 2003; Smith, 2005) and student affairs being viewed as inferior to academic affairs by demonstrating that both academic affairs educators and student affairs educators contribute to student learning (Kuh, 1996; Schroeder, 1999; Smith, 2005) in order to create partnerships for diversity and inclusion goals. Overall, the findings unearthed the critical influences for forming partnerships between academic affairs and student affairs in the *cycle* and offered points of congruence and points of divergence in the literature in relation to the

intersection between principles of good student affairs and academic affairs partnerships and organizational change processes.

Principles of Good Partnerships and Barriers to Partnerships in Relation to this Study

The key categories in this study including *taking cues from the mission*, *leadership architecting* and *involving the social gadflies* are related to some of the principles for forming good partnerships outlined in the existing literature. However, a point of departure from the existing literature is the role of national associations in encouraging partnerships between academic affairs and student affairs. In this study *AAC&U emerged as a catalyst*. Further, the principles for forming a good partnership in this study were specifically situated in diversity initiatives whereas some of the existing literature was applied to partnerships between academic affairs and student affairs for a myriad of programs and goals in higher education.

A principle outlined from Kezar and Lester (2009), Kuh (1996), and Schroeder (2003) was if the mission of the institution supported partnerships or explicitly mentioned that both academic affairs and student affairs contribute to student learning (i.e., shared values between academic affairs and student affairs listed in the mission), partnerships were more likely to form. Particular institution types and the historical legacy of the types of students the institution served also played a role in whether or not the mission statement supported partnerships (Kezar & Lester, 2006). This study also supported the principle of the mission of the institution as influencing whether or not partnerships between academic affairs and student affairs formed, but more specifically the aspects of the mission statement

related to diversity and inclusion goals was foregrounded in this study. Further, some gadflies in this study worked to transform the mission statement to fuel the work of academic affairs and student affairs in meeting a vision for the institution that strove for particular diversity and inclusion goals. The action step of transforming the mission to support the ultimate work of partnerships between student affairs and academic affairs is a contribution of the findings from this study as it relates to partnerships for the purpose of meeting diversity and inclusion objectives.

Additionally, *leadership architecting* and *involving the social gadflies* from this study related to the principles of good partnerships between academic affairs and student affairs in the existing literature. Namely, the principles of attending to the institutional culture (Nesheim et al., 2008; Whitt et al., 2008), senior administrators supporting partnerships (ACPA & NASPA, 2004; Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Whitt et al., 2008) and building relationships and social networks (ACPA & NASPA, 2004; Kezar, 2006; Kezar & Lester, 2009; Schroeder, 2003; Whitt et al., 2008) related to *leadership architecting* and *involving the social gadflies*. However, the findings from this study were dynamic because the findings outlined a process for how educators applied these principles in forming a partnership to implement diversity and inclusion objectives.

Kezar (2006) suggested developing coalitions to support partnerships between student affairs and academic affairs and offered the importance of tapping into pre-existing informal networks on campus to create a coalition. Kezar's (2006) idea of informal networks can be likened to the way social gadflies informally identified each other as people already committed to diversity on campus. However, an idea of

developing a coalition from Kotter (1996) that is different from the way Kezar (2006) described coalition building is more applicable to the findings from this study.

Kezar's (2006) notion of a coalition was related to developing buy-in around initiatives such as redesigning curriculum on campus where partnerships might be useful whereas in this study developing a coalition emerged from a "sense of urgency" established because of *issues of exclusion brewing* on the campus (Kotter, 1996, p. 21). The "sense of urgency" (p. 21) fueled coalition building that more closely resembles the work from Kotter (1996) pertaining to organizational change.

Developing Coalitions. The relationship between the players in the themes *Leadership Architecting* and *Involving the Social Gadflies* is related to Kotter's (1996) second stage of his "Eight-Stage Process" for "Leading Change" called "creating a guiding coalition" and the third stage of the process deemed "developing a vision and a strategy." Kotter's (1996) Eight Stage Process included the steps: "Establishing a Sense of Urgency, Creating the Guiding Coalition, Developing a Vision and Strategy, Communicating the Change Vision, Empowering Employees for Broad-Based Action, Generating Short-Term Wins, Consolidating Gains and Producing More Change, and Anchoring New Approaches in the Culture" (p. 21). Kotter's (1996) process was based on his analysis of organizational change initiatives over the course of 15 years. His work stemmed from the business sector but connects with organizational change efforts in higher education (Kotter, 1996). The *Cycle of Making Continuous Commitments to Diversity and Inclusion* paralleled two of Kotter's (1996) change process steps particularly in regards to "creating a guiding

coalition” and “developing a vision and strategy” in relation to the critical influences of partnerships, *leadership architecting* and *involving the social gadflies*.

Kotter (1996) maintained that no one leader is responsible for creating and implementing a major change initiative. Kotter (1996) further asserted that a “strong guiding coalition” is comprised of three interdependent parts: “one with the right composition, level of trust, and shared objective” (p. 52). In this study every campus established a strong guiding coalition based on the parameters of involving key players who trusted one another and shared the objective of making commitments to transform the institution into a more diverse and inclusive environment. According to Kotter (1996) the leaders who assembled a coalition considered the “position power, expertise, credibility, and leadership” (p. 57) of the people invited to join. The notion of position power related to the idea that the people involved in carrying out the efforts of the coalition were the primary players on campus. Kotter (1996) maintained that leaving people in positions of power could create a barrier for the guiding coalition because the people left out might resist the suggested action plan. In this study no one was left out of the coalition who might “block the progress” of the group (p. 57). The architects in this study, predominantly presidents and provosts, involved the key players who served as chairs or senior administrators in both academic affairs and student affairs.

To this end, the leaders considered the “expertise” of the social gadflies because their work experience in teaching in the classroom, research interests, and/or administrative skills aligned with the goals delineated for each campus in regards to diversity and inclusion (Kotter, 1996, p. 57). Further, the reputations of the social

gadflies were “credible;” these were the go-to people on campus in terms of other faculty and staff respecting their experience in facets of diversity and inclusion work such as curriculum design, using inclusive pedagogies in the classroom, facilitating intergroup dialogues, and designing co-curricular programs (Kotter, 1996, p. 57). Finally, the social gadflies proved themselves as effective leaders on the campus. The social gadflies talked about each other as people who “walked the talk” in regards to diversity and inclusion by taking stands on issues in faculty senate, participating in protests, and making changes in their spheres of influence on campus in places like student affairs or the classroom (Kotter, 1996). Thus the intersection between the *leadership architecting* and *involving the social gadflies* is likened to creating a strong coalition as suggested by Kotter (1996). The findings from this study related to the principles for developing good partnerships in the literature as well as to the barriers to forming partnerships offered in the higher education literature.

Overcoming Barriers between Academic Affairs and Student Affairs (or not)

The literature offered cultural differences between academic affairs and student affairs such as: academic affairs educators valuing independence and student affairs valuing teamwork in their work (Smith, 2005), faculty as “thinkers” or researchers reliant on scientific method (Fried, 1995; Philpot & Strange, 2003) and student affairs considered “doers” guided by theory (Philpot & Strange, 2003; Fried, 1995). Blake (1996) further suggested that student affairs is more associated with experiential learning and faculty or academic affairs educators are more associated with cultivating “formal” learning in the classroom. Although all the participants in this study acknowledged the cultural differences between student affairs and

academic affairs, some campuses crossed borders (Fried, 1995) to transform the differences for the purpose of implementing diversity initiatives.

Fried (1995) described borders between academic affairs and student affairs as difficult to cross (but not impossible) because the separation between the two areas or two different worlds persists because faculty possess the power to generate scientific knowledge, the knowledge most valued within higher education. 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). Fried noted:

Discussions of inequalities among groups in a democracy are problematic.

They carry the assumption that if one talks about them, to be fair, one

becomes obligated to do something about them. (p. 88)

The social gadflies operating from the *coordinated* and *pervasive pathways* recognized the power differentials between academic affairs and student affairs yet managed to work together, and in the case of the *pervasive pathway*, worked to alter inequitable systems. The social gadflies in the *coordinated* and *pervasive pathways* “talked about the differences” and felt “obligated to do something about them” as Fried (1995) suggested (p. 88). 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 academic affairs and student affairs was a part of diversity and inclusion work. Thus, border crossing was a worthy endeavor for educators focused on diversity and inclusion efforts on their respective campuses. Fried (1995) noted that crossing

borders between student affairs and academic affairs often happened in committee work, classes where experiential education was used as part of the pedagogy, and classes where “the subject matter is controversial and personal” (p. 181). Fried’s (1995) examples connected with the process measures used to design and implement diversity initiatives by the social gadflies, particularly in the *coordinated* and *pervasive pathways*.

For instance, the Teaching and Learning Center (TLC) conversations at Birch included both faculty and student affairs educators and the foci of the TLC conversations included talking about their own experiences with teaching students from different cultural and racial backgrounds than their own, conversations that were both personal and sometimes controversial. Further, the conversations in the TLC centered on the educators thinking about their own social identities in relation to developing inclusive pedagogies. The border crossing between student affairs and academic affairs heightened participants’ reflection about their own multiple identities when trying to implement diversity initiatives (Abes et al., 2007; Fried, 1995; Jones & McEwen, 2000). The personal sharing allowed educators from academic affairs and student affairs to recognize similar challenges with engaging students in learning both inside and outside the classroom—there was shared understanding about teaching and learning between faculty and student affairs professionals who engage with students in different areas of campus.

Many social gadflies in this study blurred lines between academic affairs and student affairs in their own work that facilitated border crossing; the social gadflies in hybrid roles recognized the learning potential for students that occurred in student

affairs and academic affairs arenas. Participants operating from the *complementary pathway*, who rarely blurred the lines between academic affairs and student affairs, also offered fewer examples of the influence of multiple identities in work between student affairs and academic affairs as fewer borders were crossed (Abes et al., 2007; Fried, 1995; Jones & McEwen, 2000). The acknowledgment of the power differential between academic affairs and student affairs (if deemed problematic) became an impetus for the partnership when the goal of the partnership was for diversity and inclusion on the respective campus. However, if the power differential was maintained as “they do these things” and “we do those things,” the differential was left unaddressed and the partnerships were *complementary*. Thus, the different ways the coalitions between academic affairs and student affairs emerged in the *pathways to partnerships* was influenced by whether or not border crossing occurred (Fried, 1995).

The coalition for the purpose of implementing diversity and inclusion efforts.

The formation of the gadflies into a coalition led to the action steps pertaining to implementing diversity initiatives on each respective campus. Thus, the findings from this study are related to the merged conceptual framework from Hurtado et al. (1999) and Milem et al. (2005). The *pathways to partnerships* in the *Cycle of Making Continuous Commitments to Diversity and Inclusion* are related to literature about how student affairs and academic affairs are organized in higher education and more specifically whether or not organizations are functioning for the purpose of supporting multiculturalism.

The Theoretical Framework in Relation to the *Cycle*

The theoretical framework used for this study was an integration of Hurtado et al. (1999) and Milem et al. (2005) who suggested campuses strive to build more diverse and inclusive campus environments by focusing on the influences of: (a) historical legacy of inclusion and exclusion for individuals and groups of faculty, staff, and students; (b) the compositional diversity of the student and staff population; (c) the psychological climate for students and staff on a campus; (d) the behaviors a campus takes to enact initiatives to try to make a community more inclusive; and (e) the organizational diversity looking at policies and practices of a campus that both explicitly and implicitly exemplify how a community organizes for diversity aims. This study examined four campuses in their work forming academic affairs and student affairs partnerships for the purpose of implementing diversity initiatives.

Hurtado et al. (1999) and Milem et al. (2005) agreed that the more a campus attended to all dimensions of the framework, the more likely the campus was to build a more inclusive environment for faculty, students, and staff from a multitude of backgrounds. Congruent with the merged framework, all of the educators at each campus attended to the historical legacy of exclusion on the campuses as demonstrated by the key category of *issues of exclusion brewing*. Each campus recognized some of the inherent issues in the environment that inhibited individuals or groups from thriving in the environment. Further, all of the educators 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.

All of the educators on each campus took action by implementing educational programs related to workshops or programs for faculty to consider creating more inclusive pedagogies in the classroom for students from different backgrounds. Further, educators implemented programs like intergroup dialogues geared toward engaging students in thinking about their own backgrounds in relation to how they interact and make meaning of issues such as racism or sexism with students from different backgrounds than their own. The four campuses in the study addressed the behavioral dimension of the framework by implementing programs but more specifically implementing curriculum changes (Hurtado et al., 1999; Milem et al., 2005).

An argument can be made that the educators in this study included curriculum changes for diversity and inclusion goals as a dimension of the behavioral component of the merged framework, meaning what a campus does to implement diversity initiatives (Hurtado et al., 1999; Milem et al., 2005). However, some scholars included the dimension of “Education and Scholarship” as its own component to building an inclusive environment for faculty, students, and staff from diverse backgrounds (Smith & Associates, 1997). The findings from this study reinforced the need for emphasis in the curriculum for making commitments to diversity and inclusion.

Smith and Associates (1997) defined “Education and Scholarship” in relation to diversity on college campuses as “involves the inclusion of diverse traditions in the curriculum, the impact of issues of diversity on teaching methods, and the influence of societal diversity on scholarly inquiry” (p. 11). The social gadflies in this study all

focused on transforming the curriculum, predominantly the general education curriculum, as a diversity initiative. Because AAC&U is known for its work in liberal learning objectives and called on campuses to focus on the curriculum in the American Commitments publications (AAC&U 1995a; AAC&U, 1995b; AAC&U, 1995c), the emphasis of the curriculum area as the place to implement diversity initiatives was logical. No matter what *pathway to partnership* campuses elected to use, all made robust changes to the curriculum as a part of the American Commitments Project and corresponding timeframe.

However, Birch, who operated from the *pervasive partnership*, was also the campus that placed heavy emphasis on the “impact of issues of diversity on teaching methods” and more specifically looked at themselves as the instruments of the teaching (Smith & Associates, 1997, p. 11). The educators conducted workshops for faculty to learn more about using diverse pedagogies in the classroom. Thus, emphasizing the behavioral or action steps the campus applied to implement diversity initiatives as a form of building an inclusive environment was a prominent avenue to pursue for all of the campuses in this study (Hurtado et al., 1999; Milem et al., 2005). The educators implemented activities such as: seminars in the residence halls about issues related to sexuality and religion, service-learning programs and librarians purchasing new materials for faculty to look at their respective disciplines through the lenses of race, class, and gender. However, the distinctions between the campuses pertaining to the theoretical framework were most pronounced when looking at the dimensions of organizational diversity, actions or behavioral diversity, and the

psychological climate for diversity on campus in relation to academic affairs and student affairs partnerships (Hurtado et al. 1999; Milem et al. 2005).

Pathways to partnership and the organizational dimension. The *pathways to partnership* findings from this study are situated heavily within the organizational dimension of the merged Hurtado et al. (1999) and Milem et al. (2005) framework. The social gadflies in the study acknowledged a distinction in power and cultures between academic affairs and student affairs on the campus. However, whether or not campuses acted in a partnership with aims of equalizing and acknowledging contributions both academic affairs and student affairs can make toward building a more diverse and inclusive campus varied. More specifically, whether or not the social gadflies considered academic affairs and student affairs partnering as a social justice initiative varied and ultimately influenced the outcomes pertaining to diversity and inclusion efforts on the campus.

Spruce followed the *complementary pathway* and did not face the cultural contradictions between academic affairs and students affairs in relation to implementing diversity initiatives: Oak and Maple lived within the contradictions in the *coordinated pathway* and found ways that both academic affairs and student affairs could work together to contribute to enhancing diversity and inclusion efforts; and uniquely Birch devised ways to alter organizational structures in order to create more inclusive practices with academic affairs and student affairs. The dominant model for student affairs practice on the campus was often congruent with the type of *pathway to partnership* the gadflies operated from during the 1990s (Manning, Kinze, & Schuh, 2006). Manning et al. (2006) in the book *One Size Does Not Fit All*

acknowledged that there are multiple effective models of student affairs and distinguished the unique features of the organizational structures and corresponding practices. Kuh, Kinzie, Schuh, Whitt, and Associates (2005) studied 20 high performing colleges and universities based on surprising reports from the National Survey of Student Engagement; this project was called Project DEEP Documenting Effective Educational Practices (as cited in Manning et al., 2006).

In the book *One Size Does Not Fit All* models of student affairs practice based on the way DEEP schools organized student affairs practice are divided into two tracks, traditional models and innovative models (Manning et al., 2006). The six traditional models were generated through a student affairs literature review and included: “extracurricular, functional silos, student services, co-curricular, seamless, and competitive/adversarial” (Manning et al., 2006, p. 33). The authors asserted that many campuses exemplify a hybrid approach in terms of incorporating models, but these five innovative models distinguished ways student affairs in the DEEP study operated on campus and the authors also used their experiences as researchers and student affairs faculty in graduate preparation programs to develop the innovative and traditional models. The innovative models suggested are: “student-centered ethic of care, student-driven, student-agency, academic affairs/student affairs collaboration, and academic-centered” (Manning et al., 2006, p. 33). The authors maintained that all of the models facilitated student success and engagement. The models are helpful when considering the ways student affairs and academic affairs operated for the four campuses involved in this study (Manning et al., 2006). To this end, the models are useful constructions to further comprehend why teams of gadflies operated from

particular *pathways to partnership* in the *Cycle of Making Continuous Commitments to Diversity and Inclusion*.

Spruce and the relationship with traditional models. The *complementary pathway* to partnership utilized by Spruce resembled what Manning et al. (2006) outlined as learning centered models within the traditional models of organizational practice. Spruce can be compared to what Manning et al. (2006) described as the Co-Curricular model that featured the perspective that academic affairs facilitates the intellectual development of students and student affairs facilitates the social development of students; a similar perspective to the way Don described the relationship between academic affairs and student affairs at Spruce. Manning et al. (2006) suggested that “partnering across organizational lines” is uncommon in the Co-Curricular Model (p. 86). Similarly, Manning et al. (2006) stated that student affairs organizations were considered secondary to the academic mission of the institution in the Co-Curricular Model.

Maple and Oak and the relationship with both traditional models. The *coordinated pathway* Maple and Oak utilized during the American Commitments timeframe resembled features from the “Seamless Learning” traditional model as outlined from Manning et al. (2006, p. 88). Within the traditional models, gadflies like Abu from Oak and Hallie from Maple described aiming to create a seamless learning experience for students on campus through the collaborations between academic affairs and student affairs. The language of seamless learning in higher education stemmed from Kuh (1996). Manning et al. (2006) described the seamless learning model as follows:

Structures are in place so that academic and student affairs leaders are aware of developments in each division of the institution, and ideas for working together on issues related to student learning are suggested routinely. (p. 88)

Oak and Maple exemplified this notion of structures being in place to facilitate academic affairs and student affairs leaders working together as evidenced by the committees pertaining to implementing diversity initiatives. The committees on both campuses focused on transforming the curriculum, composition, and climate of the institution to meet the goals related to diversity and inclusion. Other features of the “Seamless Learning Model” from Manning et al. (2006) corresponded to the *coordinated pathway* such as “collaborative missions” related to student learning meaning that both academic affairs and student affairs are valued as enhancing student learning and “in and out- of classroom learning is blurred” as evidenced by social gadflies who blurred their own lines of work in student affairs and academic affairs in this study (Manning et al., 2006, pp. 90-92). Manning et al. (2006) asserted that of the student learning traditional models the “Seamless Learning” approach possessed the most promise for “the most robust experiences for students” (p. 92).

Birch and the relationship with innovative models. The work at Birch related to the “Academic-Student Affairs Collaboration Model” (p. 123) and the “Student-Centered Ethic of Care Model” (p. 98) in conjunction with the innovative models presented by Manning et al. (2006). The collaborative models “emphasize mutual territory and combined efforts to engender student success and engagement” (p. 122). The notion expressed by the authors that “student learning transcends administrative hierarchies and functional area boundaries” (p. 126) in the “Academic-

Student Affairs Collaboration Model” (p. 123) related to the ideal presented by the social gadflies at Birch that everyone contributed to student learning (Manning et al., 2006). The collaboration model further featured that academic affairs and student affairs appreciated each other’s cultures, and the collaboration did not create an impression of minimizing or competing for who makes the greater contributions from either unit (Manning et al., 2006). The primary principles of this model integrated: “Student Affairs as a Partner in the Learning Enterprise; Student and Academic Affairs as Tightly Coupled; Structural Bridges Link Student and Academic Affairs; and Shared Educational Mission and Language Concerning Student Learning” (pp. 126-129).

The features mentioned about the innovative models by Manning et al. (2006) related to the work the gadflies at Birch described in examples such as: creating a student affairs transcript measuring learning competencies co-developed between academic affairs and student affairs; co-teaching classes with faculty and student affairs instructors; discussing how everyone on campus contributes to student learning; and both academic affairs educators and student affairs educators having dialogues about teaching sponsored by the Teaching and Learning Center. Manning et al. (2006) described strengths of this model as educators used creativity in designing educational programs, shared costs and resources between the units, and operated as a team-oriented environment, all strengths evidenced by the *pervasive partnership* employed by Birch in relation to the American Commitments Project (para. 130).

The educators at Birch also related to the “Student-Centered Ethic of Care Model” because of their commitment to development of the whole student (Manning

et al., 2006, p. 98). Manning et al. (2006) described educators who focused on care in this model:

Emphasizes that colleges and universities have a moral and educational obligation to provide the academic and social support students need to succeed. Notably, at the educationally effective colleges in the DEEP project, this is not about lowering academic standards or “coddling.” (p. 101)

The educators at Birch recognized that they needed to do their own work to transform pedagogies from White dominant frameworks in order to create more inclusive practices for students from different cultural and racial backgrounds than their own. The faculty relearned their disciplines from the lenses of identities such as race, class, and gender to build more inclusive curriculum. Thus, the work of Birch resembled the ethic of care model from the standpoint of faculty transforming themselves “to provide the academic and social support students need to succeed” (Manning et al., 2006, p. 101). The strength of the ethic of care model related to creating an atmosphere or climate where students feel supported, but the drawback is that students could feel patronized by educators in this model (Manning et al., 2006). Thus, the work of Birch integrated the two innovative models “Academic-Student Affairs Collaboration Model” (p. 123) and “Student-Centered Ethic of Care Model” (p. 88) in their practices.

The ways the campuses operated in the *pathways to partnership* related to the student affairs models as presented in Manning et al. (2006), but the models from Manning et al. (2006) are related to organization of student affairs as a whole and not necessarily organization for diversity and inclusion efforts. Thus, a further discussion

of the particular relationship between the ways the campuses organized and how the organization influenced diversity and inclusion efforts is needed.

Organizational dimension and the relationship with diversity and inclusion efforts in higher education. Manning et al. (2006) purported that, “The models of student affairs practice outlined in this book must be similarly able to accommodate systemwide, professionwide, and institutional adaptations” (p. 148). This study reinforced the need for organizations to adapt to institutional adaptations related to advancing social justice. Manning et al. (2006) argued that, “student affairs educators have long taken the lead in promoting diversity, multicultural perspectives, and social justice” (p. 152). The authors offered specifically that student affairs forged the discussion of diversity beyond compositional diversity on campus to work promoting inclusion for LGBT students and urged student affairs to lead more campus-wide efforts around pluralism (Manning et al., 2006). The authors suggested that the innovative models offered the greatest “potential for obtaining institutionwide support for diversity efforts” (p. 153) which is congruent with the findings from this study that more institution-wide initiatives emerged from campuses using the *coordinated* and *pervasive pathway to partnership* than the *complementary pathway*. Yet, the findings from this study take the argument further by addressing how the type of model the campus operates from may in and of itself reinforce social injustice in organizational structure if the academic affairs does not perceive that student affairs contributes to student learning.

This study investigated the intersection between how the partnership between student affairs and academic affairs operated in regards to diversity initiatives. The

models from Manning et al (2006) reinforced that multiple models supported student success and engagement, but in regards to diversity initiatives, not all models work equally well. Manning et al. (2006) offered weaknesses of each model, but the models are not explicitly connected with diversity initiatives. The distinctions are paramount in understanding how a campus, through student affairs and academic affairs partnerships, organized for multiculturalism (or not) (Pope, Reynolds, & Mueller, 2004).

The ideas from *One Size Does Not Fit All* aligned well with the *pathways to partnership* revealed in the emergent theory from this study (Manning et al., 2006). Yet, the differences in organizational structures did not account specifically to the work of diversity initiatives that this study uncovered. The intersection leads to questions about what costs do particular organizational structures impose on student learning and development particularly when the goal is to build a more inclusive campus environment for faculty, students, and staff from diverse backgrounds. However, when intersecting organizational models and addressing issues of exclusion on a campus, the findings from this study offered insights about which structures might further exclude individuals or groups in the process.

Partnerships as a means of Enhancing Multicultural Competence on Campus

Another critical way to layer understanding from the findings of the *pathways to partnership* with *One Size Does Not Fit All* is to use Multicultural Organizational Development (MCOB; Pope, Reynolds, & Mueller, 2004). “Multicultural organization development supports the transformation of organizations into socially just and socially diverse systems through questioning and assessing underlying

beliefs, everyday practices, and core values” (Pope, 1995 as cited in Pope et al., 2004, p. 55). The study of Multicultural Organizational Development addressed the criticism of organizational theories and development that operated from a dominant cultural lens and in turn marginalized people operating from different cultures (Pope et al., 2004). Rather, MCOD considered strategies organizations can use to work on developing more inclusive organizations. In particular, “Pope designed the Multicultural Change Intervention Matrix (MCIM) for use in conceptualizing and planning multicultural interventions in student affairs” (Pope et al., 2004, p. 56).

The 3 x 2 matrix is divided into two areas, one relating to the focus of multicultural efforts as “individual, group, or institution” and the other relating to the type of intervention (Pope et al., p. 56). The type of intervention was divided into first order and second order change that Pope applied from the work of Lyddon in (1990) and also Watzlawick, Weakland, and Fisch (1974 as cited in Pope et al., 2004). Because the work of Pope was contextualized to student affairs settings, the description of first order and second order change was related to multicultural change in student affairs (Pope et al., 2004). The findings from this study can be analyzed by using the MCIM matrix as a guide for analysis (Pope et al., 2004). Further, the findings from this study about individuals’ perceptions of their multiple identities as influencing the process of partnership between academic affairs and student affairs in episodic ways relates to the application of MCIM as well (Pope et al., 2004). Because student affairs educators are called to develop “knowledge, skills, and awareness” to work as multiculturally competent professionals, it is important to investigate how the

social gadflies in this study operated in academic affairs and student affairs partnerships in relation to the findings from this study (Pope et al., p. xiii).

Individual change in relation to the findings from this study. Individual first order change from Pope et al. (2004) meant educators considered individual alterations in awareness about diversity predominantly in content such as studying about different cultural groups to heighten awareness of diversity. Second order change was paradigmatic meaning that an individual looked at his or her worldviews in more complex ways rather than one primary culture, understanding one's worldview in relation to a worldview that is different (Pope et al., 2004). The social gadflies in this study all explained where their knowledge and awareness of issues related to diversity and inclusion developed. Some of the awareness came through avenues such as academic study or living through the Civil Rights Era. Thus, all of the social gadflies talked about individual first order change in their lives in relation to learning about diversity and inclusion. However, examples of social gadflies experiencing second order change varied. The social gadflies in the *coordinated* and *pervasive pathway* offered more examples of second order individual change through crossing borders between academic affairs and student affairs (Fried, 1995; Pope et al., 2004).

For instance, Jim discussed how his understanding of Whiteness deepened in his work with partnering between academic affairs and student affairs particularly through his relationship with Hallie, an African American woman. Jim noted that his dominant privilege as a White man limited his full understanding of how students and his colleagues from marginalized backgrounds experienced the Maple campus

environment. From his perspective he mentioned that in interactions between White people and Black people there is about 20% of the experience of Black people that White people cannot understand due to their privilege. Jim did not discuss how Hallie might have perceived the interactions between the two of them in considering diversity initiatives.

More thorough analysis of this example in future research might consider if the work around diversity initiatives was further benefiting Jim or reinforcing hegemony (McLaren, 2003) through the work with Hallie. However, the experience of partnering between academic affairs and student affairs did cognitively challenge Jim to think about how his privilege affected his perspective, his worldview, when thinking about implementing diversity and inclusion initiatives with colleagues who experience the world differently, an example of paradigmatic second order individual change (Pope et al., 2004). Participants who offered examples of second order change most frequently came from individuals at Maple, Birch, and Oak. Next, the relationship between group change and the findings from the study are examined.

Group change in relation to the findings from this study. In regards to the group, individual change corresponded with one's membership in particular groups (Pope et al., 2004). Individual perceptions changed based on the composition of the group one is involved with; individuals can look at changes that need to be made and recognize that different group members bring multiple perspectives about how to address the scenario (Pope et al., 2004). However, second order change was in "restructuring" or taking steps to alter systems as a group to make the process more thoughtful in regards to cultural differences. Individual change from the group

perspective again emerged in the *coordinated* and *pervasive pathways to partnership*. The committee work between student affairs and academic affairs in both the *coordinated* and *pervasive pathways* heightened awareness of multiple perceptions of a scenario for the social gadflies (Pope et al., 2004). Kelly at Oak talked about working with Abu in relation to the committee work for the American Commitments Project. Kelly recognized that people bring their perceptions of the campus based on his/her multiple identities (Jones & McEwen, 2000). The idea of whose ideas are brought to the table from academic affairs and student affairs, whose ideas are listened to (or not), and how one's identities shape the issues she/he wants to bring to the table all influenced the committee work. Kelly provided an example of first order group change as it relates to Pope et al. (2004).

A powerful example of paradigmatic second order change in the group dimension emerged from Birch educators who restudied their academic disciplines to look at the work through more than one primary culture as suggested by Pope et al. (2004). The educators relearned their disciplines from the vantage point of race, class, and gender. The Birch educators as a group wanted to create more inclusive pedagogies in the classroom for all disciplines, hence altering the system of the way courses are facilitated across campus.

Institutional change in relation to the findings from this study. Finally, institutional multicultural change in the first-order is in the “programmatic” dimensions. An institution can implement programs designed to enhance multicultural considerations such as teaching and learning centers or programs designed to recruit faculty and staff from diverse backgrounds. Yet, “systemic”

change in the second order looks at the institution as a whole (Pope et al., 2004). All of the campuses focused on centralizing diversity in the general education curriculum in ways such as adding courses to facilitate students' understanding their own race and ethnicity in relation to those who are different from them. Oak, Maple, and Birch discussed educational programs such as intergroup dialogues or teaching and learning practices for faculty to focus on more inclusive pedagogies in the classroom. Yet, the skills applied to alter inequitable structures on the campus environment played out differently in each *pathway to partnership*; Birch implemented the most systemic change in regards to diversity and inclusion.

The Birch social gadflies worked to alter systems such as faculty and academic affairs as possessing more power in the campus environment than student affairs. Two of the ways the social gadflies created systemic change related to creating a community council for staff to talk about issues they face in the environment and offering opportunities for academic affairs and student affairs to share power in the classroom. Thus, using MCIM from Pope et al. (2004) further demonstrates how the *coordinated* and *pervasive pathways* facilitated the more multicultural organizational development than the *complementary pathway*.

Multicultural Organizational Development and the Cycle

The ways the *pathways to partnerships* are constructed exemplified the differences in engagement around advancing a multicultural agenda. Pope et al. (2004) maintained:

When multiculturalism remains a separate domain and is not infused into all aspects of a profession, it becomes isolated, less meaningful, and without

influence. The more multiculturalism is integrated into the very center of student affairs work instead of merely added on, the more profession changes and transforms itself into one that is truly meeting the needs of all students and is contributing to the creation of multicultural campuses. (p. xv)

This study empirically demonstrated how the *pathways to partnerships* between academic affairs and student affairs could lead toward more integration in developing a more multiculturally inclusive campus or maintain the efforts in isolated domains. The findings from this study showed how advances in enhancing students' and professionals' awareness of diversity and inclusion is supported through isolated efforts, particularly in the general education curriculum and programs designed to bolster compositional diversity in campus environments. However, the ways educators applied their knowledge and applied skills in altering inequitable structures within the operating practices of the campus engendered more transformative change as supported by the *pervasive pathway* in a campus environment that advanced a multicultural agenda (Pope et al., 2004).

The findings from this study supported that the process for implementing diversity and inclusion efforts on a campus is iterative; the process never ends and educators elected different *pathways to partnership* depending on what is happening in the campus environment. Pope et al. (2004) offered:

An effective practitioner understands that organizations and individuals grow at their own rate, and growth is often ongoing, uneven, and unpredictable. In fact, change and growth are usually messy, not something that can be easily

controlled or managed. When multicultural issues are involved, this process can be much more complicated. (p. 45)

Therefore, the implications from this study for student affairs practice are examined to further support why an effective practitioner can continue his/her commitment to diversity and inclusion in different campus environments and organizations (Pope et al., 2004).

Implications for Student Affairs Practice

The theoretical model that emerged from this study is a continuous *cycle*. Therefore, the work of implementing diversity initiatives to develop more inclusive environments for faculty, students, and staff on college campuses is never-ending. The emergent model is fashioned around sequential phases within in the *cycle*. The *cycle* may be useful to practitioners who want to understand not only how the campus currently operates related to academic affairs and student affairs partnerships but also consider ways to intervene at different phases of the *cycle* to alter the practices for diversity and inclusion aims. Practitioners must first learn the culture of the institution and the current *pathway to partnership* the campus operates from when it comes to academic affairs and student affairs partnering for diversity and inclusion. This study offers hope that educators from both student affairs and academic affairs can work together to implement diversity initiatives, but the work might be more difficult for student affairs in the *complementary pathway* as opposed to the *pervasive pathway*. To this end, there are implications for practice or interventions that are more powerful at different phases of the *cycle* than others for student affairs educators to consider.

For instance, there are several implications for practice at the *leadership architecting* sequence of the *cycle*. In this study the provosts and presidents initiated the strategic plans for each campus and then involved status leaders, like heads of departments, to carry out the plans. The status leaders then purposefully engaged the social gadflies in designing implementation techniques to meet the visionary goals. Missing from the *leaders as architects* phase were the senior student affairs officers. The senior student affairs officers were instrumental when involving the social gadflies, but the senior student affairs officers were not as instrumental earlier on in the *cycle*. In more intentional ways senior student affairs officers need to take a leadership role in designing strategic plans with academic affairs. If a campus strives to pursue the *coordinated pathway* or the *pervasive pathway*, earlier interventions with the senior student affairs officers can facilitate movement toward those two paths because the vision about how student affairs contributes to the objectives will be foregrounded. If student affairs is considered to contribute to the academic mission of the institution, as suggested from the *coordinated* and *pervasive pathways*, then student affairs needs to take a role in architecting diversity initiatives.

Yet, often student affairs educators wait to be asked to partner with academic affairs (Sandeem & Barr, 2006). Only in the *coordinated* and *pervasive* partnerships did the co-construction of visions and goals start with both areas around the table. Student affairs should not wait to be invited to sit around the table to co-create visions and goals around diversity and inclusion. However, student affairs must take initiative to understand what objectives academic affairs members are working on, particularly in regards to general education curriculum (Sandeem & Barr, 2006). Student affairs

educators offer expertise in facilitating difficult dialogues, particularly where issues about religion, race, ideology, and gender are involved (Magolda & Baxter Magolda, 2011; Watt, 2007). And, student affairs literature is often interconnected with disciplines such as women's studies, anthropology, and psychology—all disciplines prominent in undergraduate general education. In the case of Birch, participants discussed examples of faculty members and student affairs educators teaching together. Although incorporating student affairs into the earlier visioning sessions pertaining to strategic plans for diversity and inclusion sounds like a simple strategy, a relationship between the two areas must exist first, and a culture of appreciation for the work of both areas must exist as well.

Relationship-building and rapport-building were essential parts of the success of the work of Oak, Maple, Spruce, and Birch. The trust and rapport built between educators in both student affairs and academic affairs was a critical dimension to digging into the issues of exclusion on the campus. Further, the trust and rapport facilitated the willingness to cross borders between the two areas (Fried, 1995). Also, the findings from this study support that people who practice a social justice orientation in their work, the social gadflies, may support a more equitable process between academic affairs and student affairs. Thus, finding the social gadflies on campus is a critical dimension to developing academic affairs and student affairs partnerships.

The participants in this study mentioned that a willingness to go beyond being politically correct or being able to “hold a mirror up to oneself” as Hallie offered was necessary to make transformative changes in policies and practices that perpetuated

issues of exclusion on the campus. The more educators on the campus trust each other's commitment to diversity and inclusion, the more likely naming the "blemishes," as Hallie shared, is possible. However, educators bring different types of knowledge, skills, and awareness in regards to diversity and inclusion (Pope et al., 2004). Student affairs educators need to recognize that building trust and rapport is a lifelong process (Arminio et al., 2011). The partnerships between student affairs and academic affairs often occurred at the levels of faculty, senior student affairs educators, and provosts. Therefore, positional leaders within student affairs need to work with other senior leaders to configure ways for student affairs and academic affairs to interact at all levels of the organizations from entry level to associates who report directly to the senior student affairs officers. Further, educators who blur the lines between academic affairs and student affairs in their own work support interactions between educators at all levels. Finally, the implications for practice relate to national associations for student affairs.

In this study, *AAC&U* served as a *catalyst* for partnerships between academic affairs and student affairs to form. AAC&U strives to be a preeminent national association related to academic affairs (AAC&U, 2010). This study was prompted by AAC&U's call in the proposals for the American Commitments Project for teams of educators from both academic affairs and student affairs. Perhaps the catalyst from a national grant from an association situated from a student affairs bent might generate different results. What might that process look like in terms of catalyzing the environment? How might the message be received coming from student affairs if the campus was one where the culture for student affairs is *complementary*? National

associations such as NASPA and ACPA have commissions and grants focused on partnerships between academic affairs and student affairs; however, the emphasis of partnerships is not always situated within academic affairs and student affairs partnerships about diversity initiatives. Current initiatives within student affairs associations might consider this avenue for future study as well. In conjunction with implications for student affairs practice there are implications for academic affairs as well.

Implications for Academic Affairs

The findings from this study offer several implications for academic affairs educators. In particular, three suggestions for academic affairs are offered to academic affairs educators: (a) develop innovative co-teaching opportunities with student affairs educators in the classroom, (b) invite student affairs educators to contribute to the development of general education curriculum pertaining to the study of issues of diversity, and (c) create coalitions with student affairs educators on campus even if external resources like AAC&U are not available. The recommendations are ways to foster partnerships between academic affairs and student affairs. The first recommendation pertains to creating opportunities for academic affairs and student affairs educators to co-teach in the classroom.

Educators at Birch called all educators “faculty” whether in student affairs or academic affairs. The use of this term was used to emphasize the notion that both academic affairs and student affairs contribute to student learning. Although this perspective from Birch was not shared by educators at campuses such as Spruce, if academic affairs educators believe that student affairs educators do contribute to

student learning then there are several ways academic affairs educators can demonstrate this ideal.

For instance, in institutions of higher education across the country faculty often invite student affairs educators to serve as guest speakers in classes related to facilitating dialogues about issues such as talking across differences. But rather than simply inviting guest speakers, faculty can work with student affairs educators to co-design class sessions for students. Jean and Charlotte at Birch co-taught an entire course in studying Women in history from Black and White perspectives. Although co-teaching entire courses with educators from both academic affairs and student affairs might not be feasible in all institutions, faculty in academic affairs ought to consider how co-constructing learning experiences in the classroom with student affairs colleagues demonstrates to students that learning can be a shared endeavor between educators from both entities on campus. The literature base for student affairs educators is steeped in disciplines such as psychology, Women's Studies, and anthropology. It therefore behooves faculty in these shared disciplines to work with student affairs educators to not only co-construct learning experiences for students in the classroom but to also co-construct learning experiences outside of the classroom.

Secondly, because of the shared learning in disciplines that are often housed in general education or liberal arts on college campuses, academic affairs educators can facilitate partnerships with student affairs by inviting student affairs educators to contribute to the design of general education curriculum. As the findings from this study suggested, shared vision between academic affairs and student affairs for initiatives related to diversity and inclusion more often occurred in the *coordinated*

and *pervasive pathways*. However, student affairs educators taught courses in the general education curriculum at Spruce who operated from the *complementary pathway*. Thus, both academic affairs and student affairs educators have potential to contribute to learning that occurs in general education curriculum. If academic affairs educators invite student affairs educators to contribute to the design and not just the implementation of general education curriculum, stronger partnerships between the two entities can develop. In addition, lessons from Spruce's capstone course in general education where students are charged to design a solution to a social problem offer many implications for academic affairs and student affairs. Academic affairs educators could work with student affairs educators to connect students with community organizations to learn from when designing a solution to a social problem. Student affairs educators work with community partners in design of service-learning programs for example. Faculty may find partners in student affairs when assigning projects like capstone courses for students in general education curriculum.

Finally, in this study AAC&U served as a catalyst for campuses to facilitate partnerships between academic affairs and student affairs related to implementing diversity initiatives. They offered resources such as scholarship from national leaders in regards to issues of diversity and time away from campus for educators from both entities, student affairs and academic affairs, to strategize plans for implementing diversity initiatives on their respective campuses. Some of the techniques used by AAC&U can be applied by educators on campuses without grant funding from external sources such as AAC&U. Reputable scholars who study using diverse

pedagogies in the classroom to engage students from different cultural backgrounds from both academic affairs and student affairs may exist on one's own campus.

Further, status leaders on campus might recognize promising educators who look at issues of diversity from a gadfly perspective, people who are willing to challenge the status quo on campus to build more inclusive environments. Academic affairs educators might consider thinking about ways to replicate mini retreats or conferences to do some of the work gadflies in this study did as part of the American Commitments Project. Although external resources are helpful and learning from educators across the country is beneficial as well, it is possible to bring together smaller teams of educators from both academic affairs and student affairs on campus to strategize plans for addressing issues of exclusion that continually arise. All of the aforementioned implications for academic affairs may be considered by educators operating from any one of the *pathways to partnership* between academic affairs and student affairs on their respective campus. Further, additional implications for future research are offered.

Implications for Future Research

Several rich possibilities for future research emerged from this study. The future research ideas relate to validating the *Cycle of Making Continuous Commitments to Diversity and Inclusion* from a national standpoint at colleges and universities across the country, critically understanding more about how the social gadflies did (or did not) consider their multiple identities in relation to implementing diversity initiatives, looking at this study in relation to global learning, and understanding more about how campuses navigate changing pathways when future

issues of exclusion arise on campus. The purpose of this study was to understand how the process for developing a partnership about diversity initiatives between academic affairs and student affairs emerged. The findings from this study addressed the purpose, but more research is needed to validate the findings.

Developing a multi-institutional survey

This study filled a gap in the literature in terms of an empirically-based theory about partnerships between academic affairs and student affairs about diversity initiatives. Grounded theory research is often constructed with the purpose of later quantitatively testing an emergent theory related to a process that was not formerly apparent in the literature (Bryant & Charmaz, 2007; Charmaz, 2006). I plan to design a multi-institutional survey to create scales pertaining to the critical influences of the *cycle* along with constructs for the three Pathways. Therefore, the salience of the sequencing of the key categories in the *cycle* could be tested quantitatively. Further, constructs for each of the *pathways to partnership* could be developed as well.

The first phase includes constructing a survey and factor analyzing the scales pertaining to the five critical influences or key categories, the three *pathways*, and outcome measures related to diversity and inclusion efforts. Next, after pilot testing the survey a multi-institutional study could be conducted. The outcomes of the multi-institutional study will illuminate the prevalent *pathways* used by colleges and universities across the country in regards to partnerships about diversity initiatives.

Results from a national survey may unearth clearer understanding about how campuses organize for diversity initiatives and what outcomes emerge from the organization. Further, the survey research could factor the relationship between the

pathway for partnership a campus operates from with the direction of outcomes measures pertaining to diversity initiatives. This study illuminated the difficulty in assessing the construct of climate for diversity in conjunction with partnerships between academic affairs and student affairs. When designing a survey instrument, the challenges with assessing climate will warrant further attention. However, using the merged theoretical framework between Hurtado et al. (1999) and Milem et al. (2005) in conjunction with the results from this study might offer one way to consider this area of complexity in survey design. Additional qualitative research is also needed to understand more about the social gadflies.

Conducting a critical study about the social gadflies

The constructivist methodology was wisely employed for the purpose of this research because the primary research question focused on understanding how partnerships between academic affairs and student affairs developed about diversity initiatives (Charmaz, 2006). Because the design of the study was not a priori, meaning that the research did not begin with a predetermined definition or understanding of what a partnership between academic affairs and student affairs looked like, the constructivist lens was appropriate to co-construct with participants what partnerships looked like on their respective campuses (Charmaz, 2006). Using the constructivist lens allowed the different *pathways to partnership* to emerge from the data.

However, an additional research question in this study focused on how participants' perceptions of their multiple identities influence their work when engaging in partnerships between academic affairs and student affairs about diversity

initiatives (Abes et al., 2007; Jones & McEwen, 2000). The findings from the study revealed how the intersection of the ways the social gadflies considered their multiple identities in relation to implementing diversity initiatives was episodic for many of the social gadflies. The social gadflies, although committed to challenging the status quo in the environment, performed their role as a social gadfly in different ways depending on the type of partnership selected. And, the episodes where individuals' perceptions of their multiple identities influencing the work between academic affairs and student affairs were more prevalent on the campuses operating from the *coordinated* and *pervasive pathways*.

The findings from this study offered evidence to support how social gadflies made continuous commitments to diversity and inclusion, but the constructivist methodology selected for this study limited me in examining the complexities of the individuals' perceptions of their multiple identities in relation to diversity initiatives on campus. Using different methodologies in research unearths new and undiscovered information as opposed to limiting the interpretation to one epistemology (Abes, 2009).

Employing a critical lens in future research in regards to the social gadflies could unearth more complexities about how power and privilege influences the ways individuals did (and did not) consider their social identities when implementing diversity initiatives. Questions about who is harmed in process when people do not consider their identities could be addressed when a constructivist lens missed some of the complexities of this topic in this study. Further, who benefits from the *pathways to partnership* that are selected and why? More specifically, what unintended

consequences are there for students, faculty, and staff when particular *pathways to partnership* are used when aiming to build a more diverse and inclusive campus environment? There are social gadflies who possess both dominant and marginalized identities on each campus environment and therefore experience the campus environment in different ways.

An additional study that enters the research from a critical approach can further investigate the social gadflies in relation to implementing diversity initiatives. Without understanding inequities in their own organization, inequality may be perpetuated in more places than one on a campus. More research is needed to understand how people who strive to build more inclusive campus environments grapple with these issues. The findings from this study also prompted ideas for additional research in relation to academic affairs and student affairs partnerships about global learning.

Academic Affairs and Student Affairs Partnerships for Global Learning

This study revealed that campuses are currently engaged in designing curricular and co-curricular endeavors to support students' global learning. Yet, social gadflies also uncovered some of the challenges in thinking about global learning in relation to diversity and inclusion. The way global learning initiatives are designed can support students' awareness of social problems from domestic and international perspectives, but global learning can be solely associated with learning programs such as study abroad programs according to the participants from this study and miss the opportunity for engagement about domestic diversity.

Study abroad programs can intentionally be designed for students to consider their own social locations in relation to the people they are learning from in a different culture. However, harm may occur if the notion of global learning is to do something cool and “exotic” as Margaret mentioned or is an excuse for not looking at domestic diversity as Barbara suggested. Therefore, more research is needed to understand how campuses are integrating the ideas of global learning with diversity and inclusion efforts. More research is needed to operationalize how campuses define global learning in relation to diversity and inclusion. Finally, the findings from this study supported the idea that campus constituents can change *pathways to partnerships*, but more research is needed in regards to this finding.

Navigating Changing Pathways

The findings from this study included a key category about the iterative process of the *Cycle of Making Continuous Commitments to Diversity and Inclusion*. Additional research could further examine how a campus reorganizes to take a different *pathway to partnership* pertaining to diversity initiatives. For instance, a campus that chooses to alter practices from *complementary* student affairs and academic affairs partnerships to *pervasive* academic affairs and student affairs partnerships operates in different ways. Although the findings from the study included evidence of a campus moving from *complementary* to *coordinated* and from *coordinated* to *complementary*, examples of a campus making a culture shift from *complementary* to *pervasive* did not emerge. The findings from this study uncovered that academic affairs and student affairs partnerships about diversity initiatives in the *pervasive pathway* included facing and challenging cultural contradictions between

student affairs and academic affairs when new staff members join the community. Thus, more research could illuminate additional information about how campuses make shifts from one *pathway* to another. The findings from the study prompted my reflection about ideas for future research and the finding also prompted additional reflection on my researcher reflexivity (Glesne, 2006; Jones, 2002; Jones et al., 2006).

Reprise from the Reflexivity Section

In Chapter III I addressed my researcher positionality (Jones et al., 2006). I discussed how my own experiences of working in partnerships between academic affairs and student affairs shaped my understanding of the complexities of academic affairs and student affairs partnerships. I then addressed my biases and assumptions related to my own multiple identities (Abes et al., 2007; Jones & McEwen, 2000) in regards to conducting this study with participants and my relationship with AAC&U that led me to conduct this study.

While conducting this study, I reflected on my own border crossing between academic affairs and student affairs as well (Fried, 1995). I accepted a faculty position in a graduate preparation program in higher education and student affairs while collecting data for this study. I considered how my own work blurs the lines between academic affairs and student affairs since my professional career to-date includes work as a student affairs practitioner, instructor in the classroom, researcher, and soon to be faculty member. When participants made dismissive comments about whether or not student affairs educators contribute to student learning, I re-examined my assumptions about the student affairs profession.

I reflected in my researcher journal about the comments and why my upcoming role as a student affairs graduate preparation faculty member is part of my own lifelong work toward committing to diversity and inclusion efforts. I plan to share this research with future practitioners and scholars in the field who desire to develop partnership with academic affairs for the purpose of diversity initiatives. I also recalled that a committee member astutely cautioned during my proposal meeting that, “you might not find any evidence of partnerships.” However, the way I framed my study through a constructivist lens with a social justice theoretical perspective gave me the opportunity to honor the participants’ perspective about academic affairs and student affairs partnerships that allowed for the different *pathways to partnership* finding to emerge. The opportunity to offer ideas for future research addressed areas for additional study about academic affairs and student affairs partnerships about diversity initiatives also allows for reflection on some of the limitations of this study.

Limitations of the Study

This study unearthed a promising theory to promote the transferability of the findings to other colleges and universities across the country related to academic affairs and student affairs partnerships about diversity initiatives (Brown et al., 2002). However, as with all research studies there are limitations of this study to consider when reviewing the findings. Findings from this constructivist grounded theory cannot be generalized to the entire population as the study was intentionally situated within the experiences of the 18 participants included in the research (Charmaz, 2006). The participants offered rich data to support the understanding of the process

of forming partnerships between academic affairs and student affairs about diversity initiatives but their experiences cannot be generalized to the experiences of all educators in academic affairs and student affairs. Additionally, I was the instrument in this research as a qualitative researcher. Because this was a constructivist grounded theory, co-constructing meaning of the data between the participants and me was a central tenet of this type of research (Charmaz, 2006). Thus, my interpretations of the data may be different from other scholars who review the data. However, I utilized mechanisms such as: sharing data with peer debriefers; asking an inquiry auditor to review my data analysis process; and member-checking with participants to assure that the interpretation of the data was justified and to confirm the results of the study with multiple sources (Brown et al., 2002; Charmaz, 2006). There are additional limitations to consider in regards to the connection of this study with the AAC&U American Commitments Project (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c).

The study was situated in the American Commitments Project sponsored by AAC&U (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The participants expressed honor in being nominated by the expert nominators from AAC&U to participate in this study. The participants seemed to report both glowing information about the work of the institutions and also a readiness and willingness to share “blemishes” to quote Hallie in regards to issues of exclusion on the campus as consistent with participants’ role as social gadflies. Even though I do not currently work for AAC&U, the participants recognized that the findings are shared with

leaders at AAC&U. Some participants may have put a positive spin on information reported back to AAC&U.

The participants reflected on the work related to the American Commitments Project of the 1990s. Although the Project was framed to connect diversity and democracy in the Project, the participants rarely centered the discussion about how the diversity and inclusion work on each campus directly related to preparing students to live in a diverse democracy (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). The participants made indirect connections between diversity and democracy but did not focus their attention on ideas related to democracy.

Additionally, possible limitations related to asking participants to provide an oral history of the work between academic affairs and student affairs during the 1990s are noteworthy (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 American Commitments Project, but participants' potential memory decay was an important factor for me to think about in this study. The participants' firsthand knowledge of the campus as an environmental historian provided a thorough landscape of the issues of exclusion prevalent prior to the Project, during the Project, and after the Project (Chaddock, 2010; Howell & Prevenier, 2001; Peterkin, 2010). However, the salience of some of the experiences of academic affairs and student affairs about diversity initiatives may have surfaced at the time of this study but could have been different closer to the time of the conclusion of the Project. Yet, an understanding of the iterative nature of reacting to

issues of exclusion on a campus may not have emerged without participants who experienced a lengthy tenure at their particular institutions.

Further, the merged theoretical framework by Hurtado et al. (1999) and Milem et al. (2005) offered that campuses need to consider compositional, behavioral, psychological, organizational, and historical diversity when seeking ways to build more inclusive environments for faculty, students, and staff from a multitude of backgrounds. The social gadflies in this study considered one or more dimensions but not all of the dimensions in the work during the 1990s. More specifically, the psychological climate beyond the climate for academic affairs and student affairs partnerships was difficult to assess in this study. Participants mentioned that climate studies were conducted on campus. Understanding the results of climate studies and how various constituents (i.e., students or staff) felt after interventions related to diversity and inclusion could not be assessed because interviews with participants and archived files served as the primary data sources in this study (Hurtado et al. 1999; Milem et al. 2005). Although considering limitations of this study is necessary, it is also important to consider the contributions this study makes to the literature about academic affairs and student affairs partnerships promoting diversity initiatives.

Strengths of the Study

The steps followed to ensure the trustworthiness and goodness of the study supported the strengths of the emergent theory (Arminio & Hultgren, 2002; Glesne, 2006; Jones, 2002; Jones et al., 2006). I used measures such as offering thick descriptions of participants' words in providing rationale for the key categories in the theory, conducting member checks, and using peer debriefers and an inquiry auditor

throughout the data analysis process. The people involved in the peer debriefing and member-check processes confirmed my rationale supporting the emergent theory (Brown et al., 2002; Charmaz, 2006). I also offered thorough explanation of the epistemology and methodology anchoring this study that supported the goodness of the findings (Arminio & Hultgren, 2002; Jones, 2002). The purpose of this study was to develop a theory about how partnerships between academic affairs and student affairs pertaining to diversity initiatives develop and the emergent theory, the *cycle*, supports this purpose.

The emerging theory from this study meets good criteria for evaluating theory in that the emergent *cycle* is explanatory, useful, parsimonious, and empirically supported (McEwen, 2003). Further, a dimension of what emerged from this study was empirical evidence about how partnering between academic affairs and student affairs itself can serve as a social justice initiative on campus. The ways the social gadflies recognized the power differential between academic affairs and student affairs, within the campuses operating in the *coordinated* and *pervasive pathways*, challenged the social gadflies to consider ways to alter systems within the campus structures to make student affairs partners in diversity and inclusion work. To this end, the organizational dimension of the merged theoretical framework from Hurtado et al. (1999) and Milem et al. (2005) was supported through the work of academic affairs and student affairs partnerships related to diversity initiatives.

This study is situated in a long-term analysis of the organizational structures for diversity and inclusion aims at four different institutional types. The study meets the criteria for the possibility of transferability of the results (Brown et al., 2002). The

participants represented varied standpoints about academic affairs and student affair partnerships about diversity initiatives at different institutional types. Therefore, educators at multiple institutions may learn useful information about partnerships between academic affairs and student affairs partnerships about diversity initiatives that can inform their work on their respective campuses. Further, the sequencing of the key categories on the *cycle* provide delineated ways for campuses to consider their own work about implementing diversity initiatives throughout the *cycle*. Educators reviewing this research can consider their own institutional contexts and organization for diversity and inclusion aims.

The strength of the findings from this study reinforce the notion that the work for educators operating in diverse colleges and universities is never finished in regards to building more inclusive campus environments for faculty, students, and staff. The empirical evidence from this study supports *how* partnerships between academic affairs and student affairs form in regards to diversity initiatives with multiple implications for research and practice previously outlined in this chapter. This study also provides evidence in support of *pervasive* student affairs and academic affairs partnerships.

Conclusion

In this chapter, I reintroduced the research questions and a summary about how the findings from this study addressed the research questions. A review of the existing literature was then provided in order to demonstrate places the findings from the study supported or diverged from the literature. Next, I offered implications for both practice and research in regards to this study about academic affairs and student

affairs partnerships in regards to diversity initiatives. Finally, I provided limitations and the strengths of this study.

The emergent theory from this study is robust because the theory has the potential to influence the ways academic affairs and student affairs partner to strive for creating more inclusive campus environments in higher education. The participants in this study offered examples of educators making continuous commitments to diversity and inclusion in their personal and professional lives. Moreover, the theoretical rendering of this study was possible because of rich data the 18 participants in this study provided.

While I conducted this study, AAC&U reprinted a copy of the “The Drama of Diversity and Democracy: Higher Education and American Commitments” (2011). The act of reproducing the publication reinforced the timelessness of the themes presented in the American Commitments Project, themes calling on higher education to centralize the study of diversity in the curriculum and co-curriculum as a means of preparing students to contribute to a diverse democracy (AAC&U, 2011). The second edition of “The Drama of Democracy” document included a foreword by Ramon Gutierrez. Gutierrez (AAC&U, 2011) discussed how the 2008 recession and changing demographics of higher education where populations of students who were once considered minority but are now growing into the “emerging majorities” are challenging educators to continually rethink what students need from higher education to be prepared to participate in the changing world (p. xv). The divisive class issues in the United States exacerbated by economic recession, the need for advanced degrees for employment, and the achievement gaps in the pipeline in higher

education related to race and class heighten the inequities and issues of exclusion within higher education and within society (AAC&U, 2011). Gutierrez stated:

The Drama of Diversity and Democracy makes plain that the debate about the meaning and application of democratic principles in the US society never ends. The inequalities rooted in our history are with us still, and daily growing ever more stark. The debate over the meaning of “equality” continues, but by necessity it is contentious. (AAC&U, 2011, p. xiv)

Gutierrez further called on “schools to convene their complex constituencies to craft an aspirational document that expounds a particular school’s vision of diversity” (AAC&U, 2011, p. xix). He further suggested that leaders engage on campus with faculty, students, and staff to intentionally express what “diversity means at a particular place and time, how it will be measured, how it would be nurtured and infused into the entire institutional culture” (AAC&U, 2011, p. xix). Thus, the emergent theory in this study, the *Cycle of Making Continuous Commitments to Diversity and Inclusion* in higher education, never ends if educators pursue the call made by Gutierrez (AAC&U, 2011). May educators in both academic affairs and student affairs continue to address *issues of exclusion* in the campus environment and strive to create *pervasive partnerships* to truly transform college campuses for diversity and inclusion aims.

APPENDIX A: LETTER FROM EXPERT NOMINATOR

October/November [date varied], 2011

Dear [names of possible participants],

I am writing about a research study that I hope the two of you will agree to be part of. It will be examining the relationship between student and academic affairs in creating strong diversity programs and American Commitments schools will be the focus of the inquiry. As consultants for American Commitments schools and leaders on [name of school] campus where strong partnerships across sa/aa divides have produced some extraordinary diversity programming, the two of will be especially valuable informants in this study.

The research is being done by Lucy LePeau, who was a student affairs professional for several years before deciding to go the University of Maryland to complete her doctorate in higher education under Susan Komives. She did her grad school internship at AAC&U and we were so impressed how quick, smart, and well organized she was that we hired her last summer to help us plan a global summer institute. The idea to use the American Commitments schools as the core group for her study arose while she was working with us.

To do her research, Lucy would like to make a campus visit to the four schools in her dissertation study and while on campus do an extended interview of about an hour with each of the two of you. I think she hopes to follow up with one more interview after that but she can be more specific about those details. While on campus, she will be interested in talking with others and I hope you might assign someone to help Lucy make her way to some people she should talk to who can shed light on the process of creating partnerships between academic affairs and student affairs when diversity is the common commitment.

I have copied Lucy in this email so she can correspond directly with you. She hopes to make her campus visits in November or if that is not possible, December. She is exploring the role of American Commitments was an influence in those partnerships.

Again, I would be most grateful if you would be willing to be an intellectual resource to Lucy and assured her she couldn't find any two more influential national leaders on diversity and building collaborative partnerships to kindle more widespread commitments.

Thanks very much for your assistance.

Best wishes to both of you,
Caryn

Caryn McTighe Musil
Senior Vice President, AAC&U

APPENDIX B: LETTER AND EMAIL TO NOMINATED PARTICIPANTS

October/November 2011

Inside address

Dear _____,

You have been nominated by AAC&U's Dr. Caryn McTighe Musil and Dr. Debra Humphreys to participate in this study because of your work with academic affairs and student affairs partnerships around diversity initiatives through your involvement with the American Commitments Project. Caryn has already been in touch with you regarding this study. My name is Lucy LePeau and I am a doctoral candidate at the University of Maryland College Park conducting a study about academic and student affairs partnerships around diversity initiatives.

The study will consist of two to three interviews and a site visit to the campus you still work or worked at during the time of the American Commitments Project. My plan is to conduct our interviews and a campus visit during the Fall of 2011.

If you agree to participate in this study, several measures will be taken to uphold your anonymity. You will select a pseudonym for the purpose of the study. Further, a composite of the campus where you work or worked at the time of the American Commitments Project will be created as another measure to preserve anonymity.

Participation in this study is completely voluntary and you may choose not to participate in the study at any point in time. If you are interested in participating in the study, I am happy to send some of the interview questions in preparation of our interviews.

If you are interested in participating, please complete the attached interest form and return it to me. I will then work with you and the other nominated participants from the campus you are or were associated with at the time of the American Commitments Project to schedule a campus visit and individual interviews. If for some reason you are unable to have an in-person interview with me during the site visit, phone interviews will be scheduled.

If you have additional questions about this study, I can be reached at:

Lucy LePeau
3426 16th St. NW.
Apt. 407
Washington, DC 20010
Cell Phone: 704-737-1060
Email: llepeau@umd.edu

Thank you for you considering participation in this study. I look forward to hearing from you soon. Please do not hesitate to contact me with further questions.

Sincerely,

Lucy A. LePeau
Doctoral Candidate
University of Maryland College Park

Dr. Susan R. Komives
Professor
College Student Personnel

APPENDIX C: CONTACT INFORMATION FORM

Name: _____

Email address: _____

Telephone number: _____

Current Work Address: _____

Will you be available for interviews during the:

Fall 2011 (Circle Yes or No)

In Person at the Campus visit for Fall 2011 (Circle Yes or No)

If no, are you available via telephone (Circle Yes or No)

Winter 2012 (Circle Yes or No)

Current job title:

Primary teaching or administrative areas of responsibility:

College or University Name:

Years in the position:

Current title in approximately 1993-early 2000s at the time of the American
Commitments Project (please include if same as above):

Primary teaching or administrative areas of responsibility:

Years in the position at that time:

Years served on the American Commitments Project:

Please provide a brief description of how you define a partnership between academic affairs and student affairs surrounding diversity initiatives. Please feel free to use additional space if needed.

Please return this contact form via electronic attachment to Lucy A. LePeau at
llepeau@umd.edu

APPENDIX D: INFORMED CONSENT FORM

Project Title	Academic and Student Affairs Partnerships Concerning Diversity Initiatives on Campus: A Grounded Theory
Purpose of the Study	<p>This is research project being conducted by Lucy A. LePeau and Dr. Susan R. Komives, at the University of Maryland College Park. We are inviting you to participate in this research project because you are at least 18 years old and have been nominated by colleagues at the Association of American Colleges and Universities for your past work with the American Commitments Project.</p> <p>The purpose of this research project is to investigate how the process of creating effective partnerships between student affairs and academic affairs around diversity initiatives unfolded in that project.</p>
Procedures	<p>The procedures involve two one-on-one in-depth interviews as the primary research method and a campus visit. Each interview will last approximately 60-90 minutes. The interviews will be guided open-ended conversations rather than a formal question and answer format. The first interview will focus on learning about the institution’s role in American Commitments Project, the partnership between academic affairs and student affairs, and the participant’s role in the Project. The second interview will focus more in-depth in learning about how the process of the partnership unfolded and the outcomes of the institution’s involvement in American Commitments. A third interview may be requested for clarification of previous information. In addition, all interviews will be digitally recorded and transcribed for analysis. You will have the opportunity to review a summary of your interviews and comment if interested.</p>
Potential Risks and Discomforts	<p>The research anticipates that research activities associated with this project will pose minimal risk to you. Because one of the research questions asks you to consider your perceptions of multiple identities influencing how you work with diversity initiatives, you may experience some minor emotional discomfort as a result of in-depth conversations related to social identities (e.g. race, class, gender). Further, the interview questions ask you about experiences on campus at the</p>

	time of the American Commitments Project that might include incidences of discrimination in the campus environment.
Potential Benefits	The research is not designed to help you personally, but involvement in the research may illuminate what some of the possible longer-term influences of your participation with the American Commitments Project have had on your teaching and administrative practice. We hope that, in the future other people might benefit from this study through improved understanding about how effective partnerships between academic affairs and student affairs are formed in regards to diversity initiatives. The results of this study may benefit the higher education community at-large who is interested in formulating partnerships on their own campuses.
Confidentiality	Any potential loss of confidentiality will be minimized by storing data in password protected computer and interview transcripts will be stored in a locked cabinet of the Investigators. If we write a report or article about this research project, your identity will be protected by the maximum extent possible. Participants will select pseudonyms that will be used in interview tapes, transcripts, and research reports. Additionally, composites of the institutions associated with the Project will be created in order to preserve the anonymity of the institution. This research involves making digital recordings of the interviews to provide a complete record of our interviews. Your information may be shared with representatives of the University of Maryland or governmental authorities if you or someone else is in danger or if we are required to do so by law.
Medical Treatment	<i>The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.</i>
Right to Withdraw and Questions	<i>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.</i> <i>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact:</i>

	<p>Lucy A. LePeau and Dr. Susan R. Komives from the Counseling and Personnel Services Department at the University of Maryland. If you have any questions about the research study itself, please contact one of the investigators:</p> <table border="0" data-bbox="618 415 1382 632"> <tr> <td data-bbox="618 415 1015 632"> <p>Dr. Susan R. Komives Professor College Student Personnel Personnel komives@umd.edu 301-405-2870</p> </td> <td data-bbox="1015 415 1382 632"> <p>Lucy A. LePeau Doctoral Candidate College Student llepeau@umd.edu 704-737-1060</p> </td> </tr> </table>		<p>Dr. Susan R. Komives Professor College Student Personnel Personnel komives@umd.edu 301-405-2870</p>	<p>Lucy A. LePeau Doctoral Candidate College Student llepeau@umd.edu 704-737-1060</p>
<p>Dr. Susan R. Komives Professor College Student Personnel Personnel komives@umd.edu 301-405-2870</p>	<p>Lucy A. LePeau Doctoral Candidate College Student llepeau@umd.edu 704-737-1060</p>			
Participant Rights	<p><i>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</i></p> <p style="text-align: center;">University of Maryland College Park Institutional Review Board Office 1204 Marie Mount College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p><i>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</i></p>			
Statement of Consent	<p><i>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</i></p> <p><i>If you agree to participate, please sign your name below.</i></p>			
Signature and Date	NAME OF SUBJECT [Please Print]			
	SIGNATURE OF SUBJECT			
	DATE			

APPENDIX E: INTERVIEW PROTOCOL

FIRST INTERVIEW

Thank you for your willingness to participate in this study! My name is Lucy LePeau and I am a doctoral candidate at the University of Maryland College Park. I conducted an internship with AAC&U in the summer of 2010 where I learned more about the American Commitments Project. The staff at AAC&U is interested in learning about the long-term influences of the American Commitments Project. I also generated some research questions through learning about the Project and my own research interests. Therefore, the purpose of this study is to investigate academic affairs and student affairs partnerships around diversity initiatives--specifically, the work of the American Commitments Project in the 1993-early 2000s era from AAC&U.

We are about to start the first of two or three interviews for this study. Important factors I will review with each participant include:

- The conversation will be kept confidential (using pseudonyms—you can select a pseudonym)
- Interviews will take about 60-90 minutes
- I will be digitally recording the interview and taking notes
- You will receive a copy of the transcript to in order to edit or add to points discussed in the interview process
- Here is the informed consent form, do you have any questions
- Begin the interview

Questions

The first interview will hopefully be conducted in person at one of the four campuses. Participants who no longer work at the original institution at the time of the American Commitments Project will have to be interviewed over the telephone or skype. The purpose of the first interview is to build rapport with the participants, learn about the historical context of the institution, and the campus involvement with the American Commitments Project.

Potential Questions/Topics for Interview One:

Historical Context

Tell me why your particular institution got involved in the American Commitments Project?

What was your sense of how things were on campus?

What was happening on campus prior to the beginning of the project and at the time of the project in regards to diversity initiatives?

What was happening in the surrounding community?

What were the priorities for your campus in regards to diversity initiatives at the time of American Commitments?
Why did you have those priorities?

Tell me about your career path. What got you to the table/involved with the American Commitments project in the 1990s?

- Tell me about your role on campus at that time and since that time?
- How were the people involved in the American Commitments team selected?

What did your campus hope would happen as a result of involvement with American Commitments?

- How, if at all, did various stakeholders (e.g., students, upper administration, faculty) react to the proposed ideas from American Commitments?

Partnerships

To what degree was there an effective partnership between AA and SA in the project? How did that develop?

What is your definition of a partnership?

- How does your definition connect (or not) with the partnership between academic affairs and student affairs during the time of the American Commitments Project?

What role did you play in regards to the American Commitments Project?

- Why did you assume that role?

What were the primary role(s) of academic affairs in the American Commitments Project?

- Why did academic affairs assume those roles?

What were the primary role(s) of student affairs in the American Commitments Project?

- Why did student affairs assume those roles?

How did you keep committee members engaged in the Project over time?

- How did you establish trust and rapport?

Influences of the Process

What were the factors that led to a successful partnership between academic affairs and student affairs during American Commitments?

- What elements of the campus environment played a role in the formation of the partnership?

Who were your partners and how did those relationships develop?

What resources, if any, were allocated to the American Commitments team?

- How were those resources used?

What were some of the obstacles, if any, that you faced when forming the partnership?

- How did you overcome these obstacles?

How did you sustain the partnership over time?

- What factors contributed to sustaining this partnership?

Communication

How did you communicate the agenda for the American Commitments Project within the committee?

What means of communication were used among committee members?

- Why were those means of communication used?

How did you communicate the American Commitments agenda to the campus community?

Who were the champions of the American Commitments Project on campus?

- Why did those individuals assume a champion role?

Outcomes

What were the major campus changes, if any, as a result of the American Commitments Project?

Concluding the interview, steps include:

- I will stop the recorder at the end of the interview.
- Then, I will thank the participant and organize the next steps for reviewing the transcripts and scheduling the next interview
- If the interview occurs on campus, discuss other aspects of the visit such as reviewing documents in the library archives. Ask the participant about other aspects of the visit such as: meeting with other participants, walking around campus, and more.

INTERVIEW TWO:

Repeat scripted points to cover with participants from interview one above.

Potential Questions/Topics for Interview Two:

Opening Question:

- What, if anything, have you been thinking about in regards to American Commitments since our last interview?

Revisiting Outcomes

Why do you think your partnership succeeded?

- What could have enhanced your partnership during the time of American Commitments?

How do you look at academic affairs and student affairs partnerships since the Project?

- What did you learn about partnerships from this experience?

What were the major campus changes in regards to diversity initiatives?

- Curriculum
- Programs
- Co-Curricular

What outcomes, if any, from the American Commitments Project have continued on campus today?

- What outcomes have morphed into something even better?
- How, if at all, did you assess the work of the American Commitments Project over time?

Questions Surrounding Multiple Identities

What has involvement with American Commitments meant to you over time?

How did the person you are shape the way you came to work on the American Commitments Project?

- How, if at all, did your social identities (e.g. race, class) shape the way you view diversity initiatives on campus at the time of the project?
- How, if at all, do other ways you identify shape the way you view diversity initiatives?

What have you learned about yourself through involvement with the American Commitments Project?

- How do you approach working with campus stakeholders around diversity initiatives since your work with the American Commitments Project?
- How, if at all, has your involvement with American Commitments Project shaped your teaching and or administrative practices today?
- How are you different as a result of this experience?

APPENDIX F: MEMBER STUDY SHEET

Academic Affairs and Student Affairs Partnerships Promoting Diversity Initiatives on Campus: A Grounded Theory

Lucy A. LePeau--dissertation chair, Susan R. Komives

Context for the Study, Purpose, and Research Questions

In the 1990s and early 2000s several national associations launched projects aimed to transform general education requirements about diversity and increase the compositional diversity of students enrolling on campus; one such project was the American Commitments Project initiated by the Association of American Colleges and Universities (AAC&U; AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c; Humphreys, 1997; Milem et al., 2005). AAC&U called on academic affairs and student affairs to partner in demonstrating commitment to diversity by transforming the theoretical concepts presented in the American Commitments publications to policies and practices at their respective member institutions of AAC&U (AAC&U, 1995a; AAC&U, 1995b; AAC&U, 1995c). However, 10-15 years later, educators are inquiring about the longer-term influences of the project particularly because building inclusive environments for the changing demographics of higher education continues to challenge educators today (Ryu, 2008).

The purpose of this constructivist grounded theory study was to investigate how the process of creating effective partnerships between student affairs and academic affairs about diversity initiatives unfolds (Charmaz, 2006). The research questions guiding this study included:

1. What are the critical influences of the process for developing an effective partnership between academic affairs and student affairs? Critical influences may include environmental and/or personal factors that contribute to the development of the partnership between educators from academic affairs and student affairs.
2. What can be learned from educators, faculty and administrators from both student affairs and academic affairs, involved in American Commitments about how to formulate partnerships between academic affairs and student affairs?
3. How do educators involved in these partnerships own perceptions of their multiple identities influence their work about implementing diversity initiatives?
4. How, if at all, has involvement in American Commitments currently shaped the way(s) educators create partnerships between academic affairs and student affairs?

The intended outcome of this study was for an empirically-based theory about how partnerships between student affairs and academic affairs partnerships emerged.

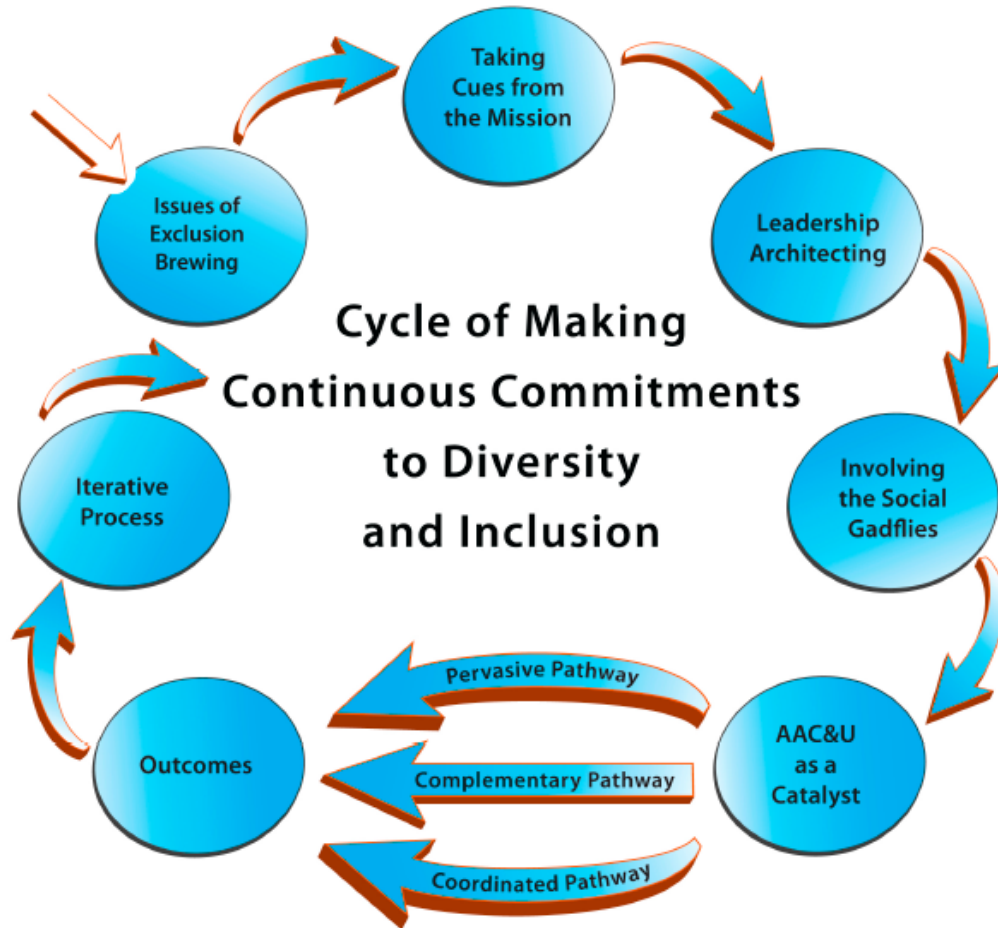
Methodology and Method

Constructivist grounded theory was employed due to the centering of the importance of co-constructing meaning between the researcher and the participants (Charmaz, 2006). Expert nominators at AAC&U nominated four campuses they perceived to

have effective partnerships between academic affairs and student affairs. The four campuses included Two Large Universities in the Midwest, a small Catholic University in the South, and a small Private College in the Northeast. Maximum variation sampling took into consideration factors like geographic location, historical context of the institution, student population served, and institutional size (Creswell, 2007; Morse, 2007). The total sample of 18 participants included four to five educators from each campus originally involved with the American Commitments Project. The sample was diverse in terms of gender, race, ethnicity, and positions on campus (i.e. representation from both student affairs and academic affairs). All participants selected pseudonyms to protect the confidentiality of the information they shared. Data sources included: archived files from AAC&U, archived files from the respective campuses, and two 60-90 minute interviews with participants (all interviews taped and transcribed verbatim). Data analysis consistent with grounded theory included: initial coding, focused coding, axial coding, and theoretical coding as well as memo-writing throughout the analysis process (Charmaz, 2006). I took additional steps to ensure trustworthiness of the research such as using peer debriefers to discuss findings, member-checking with participants, and using an inquiry auditor to see that the path to data analysis matched the theoretical rendering (Brown, Stevens, Troiano, & Schneider, 2002; Charmaz, 2006).

Findings

The emergent theory of the *Cycle of Making Continuous Commitments to Diversity and Inclusion* depicts the influences of issues of exclusion have on individual educators, teams of individual participating in the American Commitments Project, and the resulting institutions' commitment to making commitments toward enacting diversity initiatives during the 1990s. The core category, "making commitments," or more specifically *making continuous commitments to diversity and inclusion* captured the never-ending work of building more inclusive campus environments for faculty, students, and staff from diverse backgrounds regardless of institutional type. Thus, the core category, making commitments, is the root of the *cycle* and how commitments are made moves the *cycle* from one sequence to the next.



Issues of Exclusion Brewing (start of the cycle)— Participants described the issues related to exclusion of different individuals or groups “brewing” throughout their respective campuses in the 1990s. Some issues stemmed from: (1) hate crimes in the surrounding community due to racism, (2) interrelated issues of exclusion pertained to the curriculum; students taught history through the perspective of dominant White males, marginalized students from underrepresented groups, and (3) dearth of faculty of color.

Taking Cues from the Mission— Participants described three dimensions in regards to taking cues from the mission included: (1) doing the diversity work because it aligned with the mission-- definition of diversity used also signified to the educators at each campus what was and (was not) happening on the campus to meet goals related to the educational experience the students may obtain at a particular institution, (2) formulating a personal link to the mission as well, (3) “making a commitment” to altering the mission of the institution to infuse the language of making a commitment to diversity when needed.

Leadership Architecting— Positional leaders like Presidents and Provosts offered: philosophical commitment through strategic plans for making commitments to diversity in different ways on the campuses, financial support for the efforts, and empowerment of educators on campus committed to diversity to help carry out the work; part of the carrying out the work included working in partnerships between academic affairs and students affairs.

Involving the Social Gadflies—Team leaders from each campus who wrote the rfp for the American Commitments Project invited educators perceived to already be committed to diversity and inclusion to join the team; the participants in this study. The educators demonstrated an unwillingness to accept the status quo but rather a willingness to imagine something different in the campus environment by altering systems and practices of exclusion harming individuals or groups on campus. Many participants referenced: (1) growing up in the Civil Rights Era, (2) teaching in alternative education, (3) identifying as a feminist, (4) relating their learning about diversity through academic study, or (5) identifying as a radical as ways they developed commitments in their lives to diversity and inclusion work. Social gadflies trusted each other to work on diversity initiatives because they “walked their talk.”

Educators’ perceptions of their multiple identities influenced their work in episodic ways. Committee work enhanced participants’ awareness of their social identities influencing their perceptions of how issues were raised (or not) in designing diversity initiatives. For instance, sometimes participants’ own experiences identifying with a marginalized identity meant that he/she wanted to bring the perspective they had such as identifying as a woman, a lesbian, a person of color, or a person from an underrepresented religious background that influenced his/her way of seeing the world. Yet, they also acknowledged that they needed to understand the ways of seeing other individuals on the committee brought that might be different from their own.

AAC&U as a Catalyst- The national leaders served as a catalyst because they: (1) provided research and scholarship from nationally recognized scholars about the complexities of building more inclusive campus environments, (2) offered a gathering space for educators to learn from each other from across the country through their summer institutes, (3) gave recognition to the campuses for the work they were already doing on their own campuses, and (4) encouraged educators to share this information more widely with similar and dissimilar institutions facing their own challenges with building more inclusive environments for faculty, staff, and students.

Pathways to Partnership- The first five key categories, critical influences, that emerged in the *Cycle* led educators to the Pathways to Partnership. The pathways represented the ways academic affairs and student affairs collaborated together (or not) to implement diversity initiatives. Whether or not the social gadflies perceived a partnership between academic affairs and student affairs as a social justice endeavor in and of itself, meaning facing the contradictions of academic affairs as having more

power than student affairs on the campus, played an instrumental role in the pathway to partnership applied. Three pathways or types of partnerships emerged.

Complementary- One campus selected the “they do these things and we do those things” approach. Characteristics of this pathway included: (1) academic affairs and student affairs worked in separate divisions, (2) academic affairs and student affairs complemented each other in work about diversity initiatives, and (3) educators did not face cultural contradictions between each area.

Coordinated-Two campuses adopted a Coordinated effort meaning “willing to live within those contradictions and not be done in by them.” The Coordinated Partnership is characterized by: (1) shared vision between academic affairs and student affairs, (2) academic affairs and student affairs blurring the lines (i.e. educators in hybrid roles between academic affairs and student affairs), (3) communicating across units in committees, and (4) living with contradictions—the contradictions of academic affairs as having more power than student affairs.

Pervasive-One campus operated from a Pervasive pathway meaning academic affairs and student affairs partnerships as “the standard operation of the entire campus.” The Pervasive partnership was characterized by: (1) shared vision for understanding how academic affairs and student affairs contribute to student learning, (2) rethinking pedagogy in the classroom to consciously consider social identities like race, class, and gender, (3) educators blurring the lines between academic affairs and student affairs, (4) educators challenging the cultural contradictions between student affairs and academic affairs, (5) considering shared governance in meetings, and (6) making academic affairs and student affairs partnerships the operating culture on campus.

Outcomes- Each process the participants used with colleagues on campus led to accomplishing goals related to: curriculum changes, composition changes for both students and faculty, and educational programs geared toward improving the campus climate for underrepresented or marginalized individuals and groups on campus. Some campuses focused on one area of change such as redesigning the curriculum to meet diversity and inclusion goals and some campuses focused on one or more outcome areas. The more robust changes in multiple outcome areas occurred from campuses operating in the Coordinated and Pervasive Pathways.

Iterative Process-The *Cycle of Making Continuous Commitments to Diversity and Inclusion* is an iterative process. Therefore, the educators continued to figure out how to partner between academic affairs and student affairs when issues of exclusion arose on the respective campuses. Some campuses operated from the same Pathway for Partnership whereas other campuses adopted new Pathways because of budgetary shifts in the environment or new strategic plans from leaders who architected a vision of academic affairs and student affairs collaborating in different ways pertaining to global learning initiatives.

Discussion and Implications

Relating the findings to the existing literature suggested:

- Pervasive and Coordinated partnerships offered more robust outcomes related to diversity and inclusion.
- Findings supported principles of good partnerships between academic affairs and student affairs such as: recognizing and attending to institutional culture (Kezar & Lester, 2009; Nesheim et al., 2008; Whitt et al., 2008), senior administrators supporting partnerships (ACPA & NASPA, 2004; Kezar, 2003, 2006; Kezar & Kinzie, 2006; Kezar & Lester, 2009; Whitt et al., 2008) and building relationships and social networks (Kezar, 2006; Kezar & Lester, 2009; Schroeder, 2003; Whitt et al., 2008).
- Coalition building supported partnerships (Kotter, 1996)
- Campuses transformed (or not) barriers such as differing cultures between student affairs and academic affairs (Blake, 1996; Kuh, 1996; Magolda, 2005; Schroeder, 2003; Smith, 2005) and student affairs being viewed as inferior to academic affairs (Kuh, 1996; Schroeder, 1999; Smith, 2005) to create partnerships for diversity and inclusion goals. Crossing borders facilitated partnerships (Fried, 1995).

Implications for student affairs practice include:

- *Cycle* offers points for interventions to alter practices for diversity and inclusion aims such as in Leadership Architecting sequence--involve senior student affairs officers in this phase of developing strategic plans and encourage relationship building between student affairs and academic affairs beyond upper levels of positional leadership.
- Student affairs educators offer expertise in research about facilitating difficult dialogues and creating inclusive pedagogy. Student affairs educators make the effort to learn more about general education curriculum and look for ways to partner with anthropology, women's studies, and psychology departments as research and literature bases share similarities when implementing diversity initiatives. Seek out new ways to teach together inside and outside the classroom.
- Student affairs national associations can work to try to serve as catalysts by creating grant opportunities to look not only at academic affairs and student affairs partnerships, but partnerships based on diversity and inclusion goals.

Implications for future research include:

- Develop multi-institutional survey to the emergent theory—study nationally academic affairs and student affairs partnerships about diversity initiatives and prominent pathways.
- Conduct a follow up study to understand more about how the social gadflies did (and did not) consider social identities when implementing diversity initiatives.
- Study to look at how campuses operationalize global learning with diversity and inclusion efforts—where is domestic diversity as part of global learning?
- Investigate how campuses make culture shifts to change pathways to partnership when new issues of exclusion arise.

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