

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Educational Administration: Theses, Dissertations,
and Student Research

Educational Administration, Department of

Winter 12-2014

A Place for Scholarship in Campus Activities Practice: A Collective Case Study

Cindy Kane

University of Nebraska-Lincoln, cindywkane@gmail.com

Follow this and additional works at: <http://digitalcommons.unl.edu/cehsedaddiss>



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

Kane, Cindy, "A Place for Scholarship in Campus Activities Practice: A Collective Case Study" (2014). *Educational Administration: Theses, Dissertations, and Student Research*. 230.

<http://digitalcommons.unl.edu/cehsedaddiss/230>

This Article is brought to you for free and open access by the Educational Administration, Department of at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Educational Administration: Theses, Dissertations, and Student Research by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

A PLACE FOR SCHOLARSHIP IN CAMPUS ACTIVITIES

PRACTICE: A COLLECTIVE CASE STUDY

by

Cindy Kane

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

(Educational Leadership and Higher Education)

Under the Supervision of Professor Brent Cejda

Lincoln, Nebraska

December, 2014

A PLACE FOR SCHOLARSHIP IN CAMPUS ACTIVITIES

PRACTICE: A COLLECTIVE CASE STUDY

Cindy Kane, Ph.D.

University of Nebraska, 2014

Adviser: Brent Cejda

This study explores the integration of forms of scholarship in campus activities practice at four institutions in the Northeast. Using a collective case study approach, interviews were conducted with a total of 23 campus activities staff members and six senior student affairs officers at four institutions achieving comprehensive recognition for excellence in campus activities programs from one professional association. Administrators explored Boyer's (1990) frames of scholarship and shared experiences with the engagement with the four frames of scholarship in their daily work. Findings presented highlight a strong identification between participants and the scholarship of teaching, moderate engagement with application and integration, and a significant disconnect from the scholarship of discovery. In addition, findings indicate a number of venues in everyday practice that practitioners believe connect with Boyer's (1990) frames of scholarship, but that this type of work may not be accepted as forms of scholarship within campus culture at these four institutions. Practitioners also shared mindset obstacles that prevented engagement as well as their hope for a more active role of supervisors and professional preparation programs in supporting the scholar-practitioner balance. Implications of findings are discussed that apply to graduate programs,

institutional leaders and professional associations that look to influence the changing direction of this functional area in student affairs.

Copyright by
Cindy Watkins Kane
2014

Author's Acknowledgements

After spending the past six years as a part-time doctoral student and full-time employee, wife and mother, my acknowledgement list is extensive and I am so grateful for support from so many people during this research.

My journey to this point was inspired and sustained through my support system on campus at Bridgewater State University. Thank you to my supervisor Dr. Cathy Holbrook for her encouragement to pursue this degree and her ongoing support in balancing demands of work and academic study. The patience of my department colleagues made all the difference, with special thanks to Maribeth Flakes, Matt Miller and Christina McCauley who shouldered so much in the office when I needed to be reading or writing. Thanks to the president of Bridgewater State University, Dr. Dana Mohler-Faria as well as Vice Presidents for Student Affairs Dr. David Ostroth and Dr. Jason Pina for allowing me the ability to rearrange my schedule and take professional development leave to complete my research.

I gratefully acknowledge the support of my dissertation chair Dr. Brent Cejda. Dr. Cejda's role in my research came when it was most needed with his ability to offer key wisdom and inspire both focus and confidence during this crucial part of the process. In addition, many thanks are due to my committee members, Dr. Elizabeth Niehaus, Dr. James Griesen and Dr. Al Steckelberg as well as my former advisor Dr. Richard Hoover.

The professional community in student affairs has extended significant support and inspiration to me to finish this process as well. Countless thanks are due to the participants in my study, especially the campus activities directors of each department,

who were willing to share their experiences and their sincere belief in the limitless potential of campus activities professionals to contribute to student success. The social media community on #sadoc and student affairs professionals on #sachat have also been a phenomenal support. Thanks for always (quite literally) being there. Specific thanks are due to Dr. Julie Payne-Kirchmeier, Dr. Niki Rudolph, Michael Severy and Jennifer Lando who all played key roles in the completion of this study as peer debriefers and external auditors. In addition, I am grateful to the leadership of the NASPA Assessment, Evaluation and Research Knowledge Community for awarding me their research grant and to the NACA for selecting me to receive the Comprehensive Research Grant Award. The financial assistance helped to reduce barriers to completing the study in the way I envisioned.

Finally, none of this would have been accomplished without the encouragement of my family and friends. Friends like Michael, Shelby, Beth, Jill and so many more offered both professional expertise and personal support on so many occasions. Thanks are also due to my parents, sister and my whole family for their ongoing support and patience with sacrifices that had to be made to achieve this dream.

Last on this list but always first in my heart, my husband Dave and my son Ryan have been there by my side from the first day. For so many years they brought boundless understanding, patience and the world's greatest sticker chart to cheer me on. Nothing has fueled the many late nights of work quite like the thought of making the two people I love most in the world proud. Thank you for the endless support and for believing in me.

Dedication

This work is dedicated to my grandparents, Alice and Mario, who have always exemplified the value of education, hard work and ambition all in the context of love and family. I wish you were here to see me reach the finish line, but I know you are proud of me for meeting this challenge.

Table of Contents

Chapter 1—Introduction.....	1
Student Affairs in Higher Education	2
The Scholar-Practitioner.....	3
Campus Activities Practice.....	5
Purpose of Current Study	10
Research Questions	13
Method.....	14
Theoretical Framework	16
Assumptions	17
Delimitations	17
Limitations.....	18
Definitions	19
Significance of Study	20
Chapter Summary.....	21
Chapter 2—Review of Literature	23
Higher Education and Accountability for Student Learning.....	23
Evolution of the Accountability Movement.....	24
Evolution of Student Affairs and its Focus on Student Learning.....	25
Alignment between Faculty and Student Affairs Practitioners	27
Obstacles to Unified Culture	28
Alignment of Values.....	31
The Scholar-Practitioner in Student Affairs	32
Boyer’s Frames of Scholarship	33
Scholarship of Discovery	34

Scholarship of Integration	34
Scholarship of Application	34
Scholarship of Teaching	35
The Scholar-Practitioner	36
Student Affairs and Scholarship	37
Student Affairs and the Scholar-Practitioner	40
Disconnect between Scholarship and Student Affairs Practitioners	41
Lack of Time	42
Lack of Skills	42
Lack of Relevance	43
Where are Values of Scholarship Shared?	43
Graduate Programs Communicate Values	43
Associations Communicate Values	45
Campus Leadership Communicates Values	45
The Scholar-Practitioner in Campus Activities Practice	46
Chapter Summary	50
Chapter 3—Methodology	52
Purpose of Current Study	52
Research Questions	53
Research Design	53
Characteristics of the Collective Case Study Design	56
Philosophical Assumptions	57
Positionality of the Researcher	58
Case Selection	60
Site Descriptions	62

Data Collection.....	64
Semi-structured Interviews.....	64
Senior Student Affairs Officer Interviews (SSAO).....	65
Document Review	65
Multiple Sources of Evidence	66
Create a Case Study Database	66
Maintain a Chain of Evidence	67
Use Care When Using Electronic Sources	67
Data Analysis.....	67
Trustworthiness	70
Ethical Considerations.....	71
Reporting the Findings	72
Chapter 4—Presentation of Findings	75
Introduction	75
Overview of Study and Data Collection.....	75
Case Study Methodology	78
Case 1: New England State University	79
RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?	80
Successes and Challenges with Integration of the Four Frames	82
Teaching	82
Discovery.....	82
Application	83
Integration.....	84

RQ2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?	85
Times of Change.....	86
Programming as Venue for Engagement with Scholarship.....	87
RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?.....	87
Time and Workload.....	87
Fear Stands in the Way.....	88
Disconnect with Professional Identity.....	88
Institutional Barriers.....	89
Political Climate Prevents Progress.....	89
Contributions to Academic Life are Support, not Partnerships	90
Output is Most Important	91
RQ4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?.....	92
Supervisor Influence is Passive, but Supportive	92
Graduate Preparation for Practitioners is Varied.....	92
Association Influence	93
Case Summary.....	94
Case 2: Collins College	96
RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?	98
Success and Challenges with Integration of the Four Frames.....	99
Teaching	100

Discovery.....	100
Application	102
Integration.....	102
RQ2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?.....	103
Disconnect in Expectations	103
Future Plans for Change	104
RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?.....	105
Time and Priorities Do Not Make Room for Scholarship.....	105
Lack of Reflection in Approach	105
Professional Identity Does Not Include Scholarship.....	107
Institutional Barriers.....	107
Campus Hierarchy Influences Expectations.....	108
Department Structure Presents Lack of Unified Focus	108
RQ4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?.....	109
Lack of Active Supervisor Influence.....	110
Association Influence is Not Strong.....	110
Case Summary.....	110
Case 3: Newton University.....	112
RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?	114
Successes and Challenges with Integration of the Four Frames	115

Teaching	115
Discovery	117
Application	117
Integration	118
RQ2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?	119
Educators First	119
Assessment Promotes Engagement with Scholarship	120
Associations are Key for a Scholar-Practitioner	121
RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?	121
No Clear Connection to Scholarship Outside of Graduate School	121
Fear as a Barrier to Engagement with Scholarship	122
Perceived Limits of Time and Priorities	123
Skill Development Needed	123
RQ4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?	124
Leadership Support is Crucial	124
Institutional Type has Influence	125
Less Hierarchy Builds Connections	125
Case Summary	127
Case 4: Flagship University	128
RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?	130

Successes and Challenges with Integration of the Four Frames	131
Teaching	131
Discovery	133
Application	134
Integration	136
Future Plans	137
RQ2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?	137
Programming is Disconnected from Scholarship	138
Change in Demeanor is Needed	139
RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?	139
Time and Priorities	140
Skill Building	141
Perception of the Work	142
Institutional	143
Department Structure and Functions	144
Lack of Clear Body of Knowledge	146
RQ4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?	147
Supervisor Influence Sets the Tone	147
Family Influences Boundaries for More Engagement	148
Student Learning Priorities Influence Approach to Integration of Scholarship	148
Institutional Type	149

Case Summary	149
Multi-Case Analysis	151
Theme 1: Campus activities practitioners actively engage with the scholarship of teaching, periodically engage with the scholarship of application and integration, but the scholarship of discovery is disconnected from professional identity	151
Theme 2: Campus activities practice is changing	153
Theme 3: Perceived limits of role and capabilities prevent engagement with scholarship	155
Theme 4: Engagement with scholarship is less distinct in associations, but present in everyday campus activities work	160
Associations	160
On-campus Venues for Scholarship Also Include Students	162
Theme 5: Preparation for the field is grounded in common experiences of practice, not scholarship	163
Theme 6: Supervisors are not intentional enough in their influence to engage with scholarship	164
Chapter Summary	166
Chapter 5—Discussion and Recommendations for Future Research	169
Summary of Study	169
Discussion and Conclusion	170
Department Context	170
Perspective from the Senior Student Affairs Officer	174
Influences on the Integration of Scholarship into Practice	175
Changing Landscape of the Profession	176
Mindset of the Professional	178
Supervisor Influence	180

Obstacles to Nurturing the Scholar-Practitioner in Campus Activities.....	180
Implications for Practice and Recommendation.....	182
Preparation for Campus Activities Administrator Roles.....	183
Associations.....	185
Institutions	186
Recommendations for Future Research.....	189
Concluding Remarks	190
References	193
Appendices	217

List of Tables

Table 1	Institutional Profiles	77
Table 2	New England State University Office of Campus Life	80
Table 3	Collins College: Office of Student Involvement and Leadership	97
Table 4	Newton University Office of Student Engagement.....	113
Table 5	Flagship University Office of Student Activities	129

List of Appendices

Appendix A	Campus Activities Practitioner Interview Protocol.....	217
Appendix B	Informed Consent	222
Appendix C	Director’s Journal Discussion Prompts	225
Appendix D	Senior Student Affairs Officer Interviews.....	228
Appendix E	Email Script for Invitation to Potential Participants.....	232
Appendix F	Attestation of External Auditor	235

Chapter 1

Introduction

As American higher education makes its next steps through its evolutionary journey, a new lexicon of terms has emerged among educators who attempt to explain ways that theory, research, teaching and practice can coexist in shaping the student experience. Given national dialogue that presents significant critique about how much students may or may not be learning in college, the need for a unified focus on student learning has never been greater (Arum & Roksa, 2011; Wasik, 2013). To realize a unified focus on student learning an institution may apply work being done in arenas of both theory and practice, or by scholars and practitioners, and applied to both the work of faculty as well as those who engage with students in settings beyond the classroom (Broido, 2011). Individuals who manage to merge these different approaches to work may be referred to as scholar-practitioners (Allen, 2002; Bishop, 2010; Blimling, 2011; Jablonski, Mena, Siko, Manning, & Carpenter, 2006; Torres, Benjamin, & Jacoby, 2010). The purpose of this dissertation is to examine the scholar-practitioner identity in student affairs, as applied to the specific setting of campus activities administration.

Scholar-practitioner approaches in higher education may be embraced by many across campus, most notably including faculty in applied fields as well as faculty who integrate high-impact practices in higher education that emphasize experiential learning such as internships and service-learning that may be coordinated in partnership with student affairs departments (Arminio, Roberts, & Bonfiglio, 2009; Bosold & Darnell, 2012; Bureau, 2011). While these experiential learning approaches may indicate positive progress toward bringing what may be known as theory toward a stronger union with

knowledge gained through practice, this refocus in the learning environment has been in the curricular environment (Dugan, 2011; Reason & Kimball, 2012). Given a growing library of research that shows student learning gains from engagement outside of the classroom setting (Astin, 1984; Gellin, 2003; Kuh, 1995; Pascarella & Terenzini, 2005), more unity between theoretical knowledge and practice outside of the classroom may bring universities closer to offering an integrated learning environment that spans the entire university experience. Given the significant time that students spend in co-curricular activities, in residence halls, with friends and in informal interactions, student affairs practice that is informed by scholarship could bring student affairs practitioners to a more active role as educators within the broader academic community (Blimling, 2001; Dungy, 2009).

Student Affairs in Higher Education

As eloquently stated by Manning, Kinzie, and Schuh (2014) in their book *One Size Does Not Fit All: Traditional and Innovative Models in Student Affairs*, no one on campus would debate that faculty are the right people to be teaching the classes on campus and that the physical plant staff are the right people to be taking care of the campus buildings. However, the answer to the question of what student affairs divisions should constitute is not as straightforward (Manning, Kinzie, & Schuh, 2014). A typical division may have between 8 and 20 departments focused around common goals associated with the attention to the student experience beyond the classroom (Dungy, 2003; Kuk & Banning, 2009). Variance between campuses is significant, with one study finding up to 52 possible departments factored into potential organizational structures (Kuk & Banning, 2009). Today's contemporary student affairs division has so many

functional areas under its umbrella that the division might include everything from the traditional student affairs areas such as counseling services or campus activities to other areas such as transportation, child care or athletics (Sandeem, 2011). What the departments under this divisional umbrella do have in common is an overall focus on the quality of student life or life outside of the classroom (Dungy, 2003; Manning et al., 2014; Nuss, 2003). It is clear that identification of what constitutes student affairs work has been defined by the engagement taking place in a non-classroom physical location. Given the evolution of the student affairs field to a focus on student learning, separating a learning community facilitated by student affairs professionals from student learning taking place in classroom settings may limit an institution's potential to offer students the most integrated learning experience. In turn, should student affairs professionals play a predominant role of facilitating learning, the integration of scholarship and practice must become more of a priority.

The Scholar-Practitioner

When beginning to explore the scholar-practitioner's identity within the student affairs profession, it is important to understand the definitions of the terms *scholarship* and *practice*. Student affairs practice may be applied through any of up to 52 functional areas structured organizationally as departments within a student affairs division. A typical division may have between 8 and 20 departments focused around common goals associated with the attention to the student experience beyond the classroom (Dungy, 2003; Kuk & Banning, 2009). Definitions of scholarship, however, are more complex. Sriram and Oster (2012) offer a relevant definition for student affairs practitioners that defines the scholar-practitioner as "administrators who desire to engage in research

within and for their practice” (Sriram & Oster, 2012, p. 378). While research is a key component of scholarship, it is only one aspect of a multifaceted approach to development of knowledge in the academy. Boyer (1990) presented a broad perspective on the definition of scholarship using four frames of teaching, application, discovery and integration that opened up the understanding of scholarship to include many more forms of scholarship than just traditional research (Boyer, 1990). Through Boyer’s definition of scholarship, rather than a narrow one that solely focuses on research, a place for the student affairs professional of today is clearer to define because of an identified connection to both published scholarship as well as more applied forms of scholarship as well. At the 2006 “Summit on Scholarship,” panelist Kathy Manning posed the question of whether Boyer’s framework could be used to understand the place for scholarship within the student affairs profession. This framework will be explored further as the theoretical framework for this study.

Blimling (2011) studied ways scholarship and practice may combine and offered typology to illustrate the dichotomies present in approaches to work in student affairs and higher education. For the practitioner, Blimling offered the terms *reflective-practitioner* and *experienced-practitioner* to describe two different ways the practitioner informs their practice. The term *reflective-practitioner* identifies the person who is guided in practice by the use of theory. In contrast, the *experienced-practitioner* uses experience and observations of others to make decisions that inform practice (Blimling, 2011). For the scholar, Blimling identified the terms “scholar-researcher” and the “scholar-practitioner” to define differences in how a scholar engages with professional practice. The *scholar-researcher* uses what is published and researched about student affairs to define her

reality of what is known about the field. The *scholar-practitioner*, in contrast, uses experience to establish knowledge about the field, including what experience is her own and what knowledge may be created about the field through that experience (Blimling, 2011; Torres, Benjamin, et al., 2010).

The relationship between scholarship and practice and conception of work in an applied field like student affairs can be different for each professional and is likely affected by individual and very local factors including educational experiences, positions as student affairs administrators or graduate preparation faculty as well as entry-level or senior leadership status (Manning et al., 2014; Sriram & Oster, 2012). Where a professional falls on the continuum of emphasis ranging from pure scholar to pure practitioner encompasses a range of approaches to student affairs work and can be as diverse as the individuals themselves (Jablonski et al., 2006; Torres, Benjamin, et al., 2010). Given the complexity of the student affairs divisions of today, sweeping generalizations of the student affairs profession may be too broad to understand the true picture of how professionals experience the field given the differences in contexts across functional areas (Dungy, 2003). Therefore, more specific examination of functional areas as contexts for student affairs work may be warranted.

Campus Activities Practice

One functional area of student affairs known as campus activities, sometimes also called student activities or student involvement, is typically the combined efforts of student leaders and campus activities advisors to enhance life outside the classroom for students who participate in events, join organizations and seek leadership roles within student groups (Council for the Advancement of Standards in Higher Education, 2012;

Dungy, 2003; Rentz & Zhang, 2011). Employers for entry-level practitioner positions in campus activities typically prefer an advanced degree from a graduate student affairs or higher education preparation program (Rentz & Zhang, 2011). During the graduate program, students may also hold assistantships or practicum placements in campus activities, fraternity/sorority life, leadership education, orientation or another functional area (Association of College Unions International, n.d.; Malaney, 2002; Renn & Hodges, 2007; Renn & Jessup-Anger, 2008). These opportunities enable graduate students to study the college student experience both through classroom-oriented contexts, reflection opportunities in internship seminars and practicum courses as well as through the lens of student organization advisor, event planner or program coordinator (Cuyjet, Longwell-Grice, & Molina, 2009; Herdlein, 2004; Mather, Smith, & Skipper, 2010).

As the campus activities practitioners of tomorrow engage in preparation for the field in student affairs graduate preparation programs, those preparing for roles in the profession hear messages about their responsibility to advance student learning and their roles as educators, managers and leaders who integrate scholarship through applying it to practice (Engstrom, 1999; Love, 2012; Lovell & Kosten, 2000; Renn & Jessup-Anger, 2008). While a good portion of graduate education takes place in collective classroom settings, pre-professional employment experiences are also an essential part of learning in student affairs. Work experiences and practice in student affairs functional areas presented to graduate students and new professionals have a profound impact on socialization into the field and its values (Bureau, 2011; Engstrom, 1999; Herdlein, 2004; Mather et al., 2010; Renn & Jessup-Anger, 2008). In addition, while graduate preparation in student affairs programs is frequently the preferred candidate background, it is not

uncommon for a single department to encompass individuals with a range of educational backgrounds and experiences. Noted priorities for knowledge and skills required for the field have lacked agreement for decades (American College Personnel Association, 2006; Cuyjet et al., 2009), with the ACPA/NASPA competency document making a bold step to declare competencies for student affairs practice (American College Personnel Association National Association of Student Personnel Administrators, 2010). While the competencies may shape more unity in the content of practice, until the student affairs profession requires consistent educational preparation for all positions in the field it will be difficult to identify a common base of scholarly content we can assume is mastered by those beginning employment (Blimling, 2011).

Despite a professional obligation for student affairs practitioners to stay engaged with scholarship, campus activities practitioners face a work life dominated by the urgency of student needs and multiple program responsibilities as a professional learns to make their way in an area known for late-nights, heavy workload and high turnover (Anderson, Guido-DiBrito, & Morrell, 2000; Komives, 2000). The campus activities professional must now re-negotiate the balance of roles of educator, leader and manager and navigate the conflict or synthesis between the job and engagement with the profession (Kuk, Cobb, & Forrest, 2007; Mather et al., 2010). The challenge to maintain the scholar-practitioner identity once portrayed in graduate school may become overshadowed by the tyranny of the urgent and may force choices that require a practitioner to leave scholarship to the faculty (Dungy, 2011; Sriram, 2011).

For any student affairs practitioner to be successful, even the best work in any functional area will lack impact if it exists in isolation from an academic culture and its

values (Dalton & Crosby, 2011). On a given campus, the potential alignment or disconnect between the academic and student affairs areas can vary with individual leaders' skills, organizational structure, resources and institutional culture at play (Kuk & Banning, 2009). Both populations represent those who spend the most time with students, albeit time spent in very different venues with very different priorities in mind (Banta & Kuh, 1998).

Today's student affairs professional, regardless of functional area, hears the frequent call to align their work with the central values of the institution and the core purposes of teaching and learning frequently known as academic priorities (Banta & Kuh, 1998; Kezar, 2003; Nuss, 2003). Demonstrating relevance to these priorities has never been more important as national dialogue about the value of the college experience unfolds against a backdrop of debate over important issues of rising student debt and challenges to the effectiveness of teaching and learning. While the value and priority of alignment with academic colleagues is a frequent headline in many planning discussions in student affairs, the dialogue is not as active within the larger higher education community to understand why we have not made more progress (Bergquist & Pawlak, 2008; Bourassa & Kruger, 2002; Dungey, 2003; Love, Kuh, MacKay, & Hardy, 1993).

In the name of good practice in undergraduate education, alignment between faculty and student affairs professionals as educators can support of goals of effective partnerships, seamless learning environments and excellence in undergraduate education (Bourassa & Kruger, 2002; Chickering & Gamson, 1987; Doyle, 2004; Whitt, Kellogg, McDonald, Guentzel, & Wells, 2008). For the campus activities professional aligning work with values and priorities of the academy, merely lamenting the differences

between faculty and student affairs culture is not enough. Instead, campus activities practitioners must take an action-oriented approach to assure that student affairs work does not exist in isolation from academic priorities, or in competition with or on the fringes of a student's educational experience. The consequences of failed alignment between purposes of academic and student affairs mean a loss of opportunity to offer the most integrative educational experience to our students (Chickering & Gamson, 1987). In short,

a faculty cannot by itself accomplish the college's objectives for students' intellectual and personal development; it needs the cooperation of others who work with students where students spend the majority of their time-in employment settings, playing fields, living quarters, and so on. (Banta & Kuh, 1998, p. 41)

When a new student affairs professional arrives to the first full-time campus activities role, a new opportunity is presented to build on the foundations of professional identity. However, opportunities to reflect on the interaction between scholarship and practice are not as predictable or as structured as those that are offered in graduate school. Despite the intentions of even the best graduate programs to prepare scholar-practitioners in the field, an institution has expectations of this new campus activities practitioner that likely bring management priorities to a higher level given new levels of accountability and expectations that differ from the graduate experience (Kuk et al., 2007). If a student affairs culture is to be built that is more aligned with academic culture and more consistent with professional identity espoused by the foundations of the field, is a scholar-practitioner identity viable for student affairs professionals?

Purpose of Current Study

Analysis of multiple cultures within a university may find faculty and student affairs practitioners in different cultures with different values (Bergquist & Pawlak, 2008; Hirt, 2007; Love et al., 1993). A campus activities practitioner is charged to overcome these gaps in values with the added challenge to engage with an academic culture that may perceive co-curricular life as distracting or even contradictory to academic success (Carpenter & Stimpson, 2007; Dalton & Crosby, 2012; Huang, 2004; Love et al., 1993). As the call for collaboration between student affairs divisions with academic administrators and faculty has been issued as a priority for student affairs leaders across the profession, some understanding of the integration of scholarship and practice may be important for campus activities administrators to make meaningful contributions as true partners in teaching and learning (Doyle, 2004).

One significant value of academic culture is built around scholarship and today's campus activities practitioner, when faced with the challenge to align work with more central institutional priorities, may find that engaging in scholarship may open the opportunity for more common experiences with faculty. While this may seem like a straightforward charge, it may not be a natural fit for student affairs practitioners given a potential disconnect from engagement with scholarship in daily practice. Published scholarship may lack relevance to the practitioner, because his or her voice is likely missing (Young, 2001). Allen (2002) says, "our practitioners, while contributing to practice, are like these silent spaces in our literature" (Allen, 2002, p. 155). Faculty in student affairs preparation programs are the ones who generate a good amount of the published research (Saunders, Bates, Register, Daddona, & Cooper, 2000) and today's

student affairs practitioner frequently feels like a choice of path within the profession is a choice between scholar and practitioner and not a combination of the two (Bishop, 2010).

Cultural values, such as the value around scholarship, are communicated to members of an organization through supervisors, mentors, peers and ways an individual may experience the organizational culture as professional identity is being established (Schein, 2004). From the outside, student affairs may display an identity that implies a cohesive and vibrant professional culture (Carpenter & Stimpson, 2007). In reality, the complexity of today's universities as organizations leads to a fragmented student affairs profession divided along lines of functional areas, wrestling with lack of agreement on professional values (Carpenter & Stimpson, 2007; Sandeen, 2011). Hope for more active engagement between campus activities practitioners and faculty may lie in the acknowledgement that faculty lives are focused around scholarship in today's universities and a reframe of campus activities work in a "manner befitting scholars" may help to foster true partnership and collaboration (Carpenter, 2001).

Foundational documents within the student affairs profession establish the educational role of the student affairs profession and the practitioners within it (American Council on Education, 1937; American Council on Education et al., 1949). Publications like the *Student Learning Imperative* (American College Personnel Association, 2008) and *Learning Reconsidered* (Keeling, 2004) continued to emphasize the student affairs professional's role as a teacher (Roper, 2003), but this call for educational relevance was issued within a profession that looks much different from when those foundational documents were developed. Since the arrival of more management-oriented priorities for practitioners in student affairs, educational roles have been in constant competition for

time with the “tyranny of the immediate” (Carpenter & Stimpson, 2007, p. 272). Through the growth of the profession and the increased complexity of student needs, emphasis on organizational structure and management priorities emerged with stronger emphasis in daily practice even in light of significant publications about the role that student affairs plays in student learning (Herdlein, Riefler, & Mrowka, 2013; Magolda, 2005).

Conversation about how to embrace student affairs work in a more central way within the academy has been more focused on organizational changes and questions, whether reporting lines to a Provost would help collaboration and whether student affairs work is primary or a supporting role to “academic” work (Magolda, 2005; Manning, 2009). As higher education futurists explore the needs for the student affairs profession’s successful future, today’s student affairs practitioner is regularly charged to find more significant alignment with educational priorities of the institution to innovate and maintain relevance for the institution of tomorrow (Wooten, Hunt, LeDuc, & Poskus, 2012). Considering the importance of student and academic affairs collaboration priorities to facilitate educational outcomes for students, today’s student affairs professional must have an ability to enter into that collaboration with an understanding of the values faculty and academic administrators hold dear (Love et al., 1993).

Today’s student affairs professional experiences forms of scholarship through dialogue in professional journals and magazines and professional conferences as well as day-to-day experiences at colleges and universities. The tie between scholarship and practice is of ongoing concern to all professions, with a particular concern in student affairs in context of significant growth in professional literature in recent history of the field. This body of literature is a truly eclectic literature base that draws from many

disciplines and attempts to explore problems of practice divided structurally along lines of functional areas (Carpenter & Stimpson, 2007; Dungy, 2003; Kuk & Banning, 2009; Sandeen, 2011). Given the complexity of today's student affairs division (Carpenter & Stimpson, 2007; Sandeen, 2011), a study of the perspective of the entire profession would not appear to be a feasible endeavor. The study of one functional area presents an opportunity to consider research questions around the integration of scholarship through a bounded system that shares common roles on a college campus.

The purpose of this collective case study is to describe the role that scholarship plays in the work of campus activities practitioners. Through analysis of current engagement in the four frames of scholarship (Boyer, 1990), this study illuminates challenges and opportunities for the future in campus activities that promotes an enhanced scholar-practitioner identity for professionals

Research Questions

The central research question explored was, "How do student affairs administrators in campus activities departments integrate scholarship into practice?" This question was investigated through the following sub questions:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?
2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?

3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?
4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Method

The method selected for this study was the qualitative, collective case study. Given the lack of established research on the experiences of professionals in the campus activities functional area of student affairs, this study design was selected to allow the notion that experiences within the profession may be experienced differently by those immersed within it. The researcher holds membership within the professional community being studied, thereby allowing insider status to promote open dialogue between participants and the researcher (Creswell, 2013).

By definition, the case study method of inquiry is “an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2013, p. 16). This collective case study analyzed ways that campus activities practitioners integrate scholarship into their professional roles analyzing four institutions in the Northeast whose programs and/or staff members have been recognized for outstanding campus activities programs. Individual, department and campus contexts were investigated as interviews were conducted with campus activities practitioners and the senior student affairs officers at each campus.

To explore these research questions, individual interviews with both campus activities professionals and senior student affairs officers were completed at four institutions in the Northeast. Institutions were chosen with varied commuter and resident student populations and each had a campus activities department with more than one full-time administrator.

Qualitative data was collected at four institutions in the Northeast who have gained professional association recognition for their comprehensive campus activities programs. In addition, to identify departments with complexity in their collective functions, campuses were chosen that staff that handle more than one department function as defined by the Council for the Advancement of Standards (Council for the Advancement of Standards in Higher Education, 2012). Campus activities professionals were interviewed who have been full-time employees for at least one year beyond student experience and were interviewed using an individual interview format. In addition, semi-structured interviews were conducted with at least one senior student affairs officer (SSAO) at each institution with a goal of exploring institutional context and their perceptions relating to the campus activities field. Document analysis was completed in two ways. First, immediately after each campus visit, each director was invited to contribute anonymously to a “Director’s Journal” shared document and to respond to posted questions and dialogue with other directors who have participated in the study. In addition, following each campus visit, each director was asked to share supporting documents that related to topics that were addressed in the interviews to triangulate findings from the study.

Theoretical Framework

The theoretical framework chosen to define scholarship was the four-part framework by Boyer (1990) who looked to adapt the notion of scholarship beyond traditional notions of research. He believed that the rewards system for faculty needed to be more reflective of the diversity of faculty skills and a broad conception of how knowledge is developed, applied and communicated to students and the professional community (Bosold & Darnell, 2012; Carpenter, 2001; Glassick, 2000; Komives, 2000). These four frames of scholarship are distinctly defined, yet overlapping in their focus, and were developed by Boyer (1990) with intent to change systems of promotion and tenure review as well as faculty recognition for the true talents faculty brought to universities. Boyer believed that the dialogue between the merits of teaching or research as scholarship were robbing universities of the chance for incentivizing scholarly achievement in a way that matched the diversity of faculty talent (Glassick, 2000). These four forms of scholarship include the scholarship of discovery, the scholarship of teaching, the scholarship of application and the scholarship of integration.

The scholarship of discovery is the closest to the notion of traditional research. This form of scholarship is held in the highest regard within the academy for the value placed on the generation of knowledge through academic research (Boyer, 1990). The scholarship of teaching is a form of scholarship that, according to Boyer (1990), is a form of scholarship that engages the person who is both teacher and learner. This area of scholarship highlights those intellectually engaged faculty with particular talent for co-creating knowledge through a regard for students as partners in learning (Boyd, 2013; Boyer, 1990). The scholarship of application is defined as the responsible application of

knowledge to a problem or situation of consequence (Malaney, 2002). The niche for the experiential education movement falls squarely within this form of scholarship, as does engagement with professional association publications, presentations and volunteer service. The scholarship of integration is defined as a scholar's ability to give meaning to disparate facts and connect disciplinary ideas for greater meaning in multidisciplinary courses and integrative publications (Hyman et al., 2001; Jablonski et al., 2006). Manning (Jablonski et al., 2006) proposed the question of whether Boyer's (1990) framework for scholarship can be applied to inform understanding of student affairs scholarship and this study stands to explore Manning's question using one functional area as the context.

Assumptions

The following assumptions apply to this study:

1. Student affairs administrators experience an organizational subculture that is experienced through the unique lens of the functional area.
2. Given the lack of published research that notes the role of campus activities professionals in the educational environment, this study assumes that the participants will respond honestly and offer an objective perspective on their experiences.

Delimitations

This study is influenced by the following delimitations:

1. The study is limited by perspective gained at a small number of institutions of higher education. Institutional context has heavy influence on the lived experiences of student affairs professionals and a scholar-practitioner identity

may be influenced from factors that take place outside of the context of the department and its relationship with senior student affairs leaders. Many student affairs divisions are quite complex and others are more streamlined, with these differences in organizational structure not being consistent across institutional types.

2. Campus activities functions are known by many different terms and titles across campuses. While I have chosen departments that house campus programming boards as a guiding determination of the campus activities function, there are many other functions that are connected in campus activities offices (i.e., orientation, fraternity/sorority life). Given the lack of literature about the campus activities administrator role on campus, it is unknown whether the context and presence of certain functions in an office will have influence on a scholar-practitioner identity.
3. Schools in the Northeast were selected for this study. If a regional identity has influence on professionals within the field, that influence may not be consistent across the profession.

Limitations

This study is influenced by the following limitations:

1. The campus activities functional area within the student affairs profession lacks consistency across campuses in the types of responsibilities, scope and expectations on each campus.
2. While student affairs literature highlights the student affairs master's degree as the preferred route of preparation for the field, campus activities

departments are not always staffed with professionals with those credentials.

While graduate programs play a significant role in building professional foundations, not all campus activities practitioners share this similar experience.

3. The small number of participants prevents results from being generalizable beyond campus activities practice at comprehensive institutions in the Northeast.

Definitions

It is important to define the terms used in this study to facilitate clear understanding of phrases and terms that may not have standard acceptance across all institutions or consistent definitions across literature about the student affairs profession.

Campus activities—Campus activities, as a functional area in student affairs, is described by the Council for Advancement of Standards (Council for the Advancement of Standards, 2012) both in a functional manner and as an umbrella term to describe certain objectives a campus activities program should accomplish for a given campus (Rentz & Zhang, 2011). Functional definitions of campus activities range widely, but consistently include university functions relating to campus events and organizations typically led by students with support from campus activities professionals. In addition, the term is also used as an umbrella term to describe a department that may encompass program areas such as student organizations, campus programming, leadership education, orientation, student media, commuter services and more.

Department—A department is defined by organizational boundaries that establish a common connection among professionals staffing the campus activities functional area.

Mid-level manager—Professionals with five or more years in the field are referred to as mid-level managers (NASPA). For the purpose of this study, a mid-level manager will be defined as a professional in a campus activities department leadership role that is typically between entry-level staff and the senior student affairs officer level.

Professional association—An organization designed to support student affairs professionals for networking, socialization to a profession, skill and knowledge development and development professional standards. These organizations also provide professionals with a peer community and advance the notion of professional identity (Nuss, 1993, p. 365).

Research engagement—Reading and understanding literature that is available in the field, as defined by Sriram and Oster (2012). This term does not imply professionals are doing research, just that they are engaging with the content.

Scholarship—For purposes of this study, the term scholarship will be utilized with intent to reference all four forms of Boyer's (1990) scholarship framework.

Senior student affairs officer—Sometimes known as the Chief Student Affairs Officer (CSAO), this administrative leader is typically charged with cabinet-level responsibility for comprehensive leadership and stewardship on behalf of students at a college or university (Winston, Creamer, & Miller, 2001).

Significance of Study

This study is significant for a number of reasons applicable to campus activities, student affairs and related professional associations. First, it is one of the first to apply the concept of the scholar-practitioner balance to a specific functional area of student affairs as it explores the lived experiences of campus activities professionals and those who lead

divisions of student affairs. Second, given the professional role in campus activities is largely invisible in student affairs literature, this study has potential to advance the understanding of this functional area in the student affairs profession. Student affairs leaders will benefit from this study through more thorough understanding of the functional area and evaluation of current campus environment for these professionals. Associations could also benefit from this study given the mention of scholarship, research and inquiry in some level of priority for the two functional area associations' strategic future (Association of College Unions International, 2011; National Association for Campus Activities, 2012). For these associations, an assessment of the likelihood of adoption of these focus areas within the field will advise association leaders on their strategic planning efforts. As a profession, we will be closer to understanding the answer to Manning's question (Jablonski et al., 2006) of whether Boyer's (1990) expanded framework for scholarship could advance understanding of the role that scholarship plays within the student affairs profession. This study explores her question in the context of one functional area that aspires to greater connection with scholarship in the foreseeable future (Association of College Unions International, 2011; National Association for Campus Activities, 2012).

Chapter Summary

As institutions of higher education across the country work to meet today's accountability demands, student affairs administrators are called to articulate their role in contributing to a high-quality learning experience for students. In order for student affairs professionals to engage at the mission-centered focus of the academic community, the ability for these educators to embrace the values of the academic culture is crucial.

Boyer's (1990) definition of scholarship offers a framework for scholarship that may lend well to engaging student affairs professionals as it recognizes activities more likely to match the applied nature of student affairs practice. The voice of the practitioner in published scholarship is rare, yet graduate programs espouse the scholar-practitioner identity and noted scholars celebrate the evolution of the student affairs profession to a more learning-centered approach. This study explores the potential application of the scholar-practitioner identity using one functional area of student affairs, the campus activities area. Through use of one functional area, the study identifies relevant information for campus leaders, current activities professionals and functional area associations to define clearer future direction for this aspect of student affairs administration in today's higher education climate.

Chapter 2

Review of Literature

This research study explores ways that campus activities practitioners experience the integration of scholarship into their professional work. To establish the connection between the campus activities functional area of student affairs and the role scholarship plays in the work of practitioners, this literature review begins by exploring the current climate of accountability for student learning in both higher education and student affairs. It then proposes the alignment between the work of student affairs and the work of faculty and academic leaders as a way to improve a university's ability to meet those accountability challenges. Next, the literature review discusses the scholar-practitioner approach as way for student affairs practitioners to best integrate their work into the scholarly community of academic life. Finally, the review of literature describes one functional area in student affairs as an appropriate context for studying this phenomenon through a lens of the realities for today's student affairs practitioner.

Higher Education and Accountability for Student Learning

The central value of the creation and dissemination of knowledge is known to be at the heart of the faculty culture and the academic enterprise (American Council on Education, 1937; Boyle, Lowery, & Mueller, 2012; Dalton & Crosby, 2011). As the complexity and diversity of institutions of higher education have evolved, discourse around the core of teaching and learning has never been more robust. As the academy endures regular challenge for rising tuition costs and frequent questions about the value of a university degree, all of higher education is well served by examination of its work. In addition, this topic becomes even more relevant as the system of American higher

education explores how to embrace the diversity present across institutions, individual faculty and a diversity of learners that is broader than ever before (Boyle et al., 2012; Torres, Walbert, et al., 2010).

Evolution of the Accountability Movement

As the functions of research, teaching, experience and the creativity of individuals intersect, the university environment is known for its ability to foster the analysis of existing knowledge and the pursuit of new discoveries to enhance our society (American Council on Education, 1937). Today's complex university maintains this focus on knowledge as a priority, but endures scrutiny in an era of rising costs and consumer calls that question outcomes in student learning from the college experience (Arum & Roksa, 2011; Benjamin & Klein, 2006). Two important catalysts in the previous decade in education have prompted greater public dialogue around a need for greater accountability in higher education. The No Child Left Behind Act defined a new relationship between federal oversight and educational leaders at the K-12 level (Keeling, 2006; Mallory & Clement, 2009). Accountability demands faced K-12 institutions as student outcomes were called to be tied to reallocation of funding, establishing demands on schools like never before (Keeling, 2006). Higher education followed next as the U.S. Secretary of Education Margaret Spellings led a task force calling for conversations about quality and outcomes for higher education. The Spellings report was not the first dialogue about higher education and its need to demonstrate outcomes, but it established a wake-up call for institutional leaders emphasizing the need for legislators and educators to join together to build a system of higher education in the United States with student learning at its core (Mallory & Clement, 2009). The report challenged higher education for the

lack of preparedness of college graduates entering the workforce and highlighted the value of higher education beyond the attainment of a degree or certificate (Porterfield, Roper, & Whitt, 2011). While most of the voices engaged in this dialogue were not from student affairs leaders, the emphasis on learning beyond the classroom connects vividly with the espoused focus of today's student affairs leadership.

Evolution of Student Affairs and its Focus on Student Learning

A journey to a focus on student learning in student affairs has evolved over time. The student affairs profession's official history began after the first dean was appointed at Harvard to enable a faculty movement to reorient their time toward more classroom-oriented pursuits (Nuss, 2003; Rhatigan, 2009). As the field evolved from an initial focus on student conduct and health and wellness to the complex offerings of today's student affairs division, a number of forces have evolved to establish the identity of the profession as one aspect of the modern American university. After the G.I. Bill, American higher education welcomed a broad and more diverse population of college students into the ranks of its institutions (Carpenter, 2001; Hirt, 2007; Rhatigan, 2009). As the profile of student needs expanded, the complexity of the student affairs organizational structure also evolved. The professional identity of student affairs transitioned from a "student services" to "student development" focus as it embraced a role of fostering student growth as well as addressing service needs (Carpenter, 2001). Today, the transition from student development evolves now to a focus on student learning and student engagement combined with an emphasis on assessment, collaboration and call for alignment with institutional core priorities (Manning et al., 2014; Porterfield et al., 2011).

As the student development focus began to progress to its next emphasis on student learning, it also evolved in the context of heavy focus on accountability and a call to student affairs leaders to emphasize management priorities (Braxton, 2005; Herdlein et al., 2013; Magolda, 2005). Values for the student affairs profession as well as the functional areas encompassed within it were then challenged to embrace a learning focus alongside faculty and academic administrators who may believe that as solely the domain of academic leaders (Dungy, 2009; Keeling, 2004).

Today's student affairs practice has evolved its relationship with learning, yet at the same time still holds elements of the eras of student services and student development (Carpenter, 2001). The field has not dropped one focus to embrace another. The cumulative expectations endure – provide efficient services, facilitate student development and contribute to the overall mission of student learning (Mallory & Clement, 2009). Depending on which of the three areas of focus is more predominant in campus culture, a student affairs division may communicate this focus through mission statements, organizational placement of student affairs units, collaborative relationships and signature experiences offered for students by student affairs functional areas (Manning et al., 2014).

The reality of today's institution presents educational leaders with the significant challenge to address the accountability movement, but with a series of disconnected and sometimes competing aspects of the campus community as resources (Arcelus, 2008). For educational leaders to effectively meet today's challenges, we must explore knowledge about how to unify our work to better produce outcomes in the name of student learning.

Alignment between Faculty and Student Affairs Practitioners

Possible competing or disconnected values and priorities in faculty culture and student affairs culture may present obstacles to the realization of the charge set forth to the student affairs profession in its foundational documents and its promises to emerging professionals. While trends among scholarship within the student affairs profession have evolved to a focus on student learning, the additional growth of a focus on management-oriented priorities pull the practitioner even further from the center of student learning (Braxton, 2005; Herdlein et al., 2013; Magolda, 2005). A unified campus culture around learning will advance any university in its strategic focus and ability to advance student learning (Pascarella & Terenzini, 2005; Whitt et al., 2008). Separation between faculty and student affairs practitioners has been analyzed both on the operational level as well as through organizational culture analysis. Association leaders and educational scholars have offered perspective and calls to action intended to inspire new structures and approaches to foster more faculty/student affairs collaboration (American Association for Higher Education, American College Personnel Association, Administrators, & National Association of Student Personnel Administrators, 1998).

However, “if a university expects to have a coherent vision for student learning, it has to have a coherent vision of itself” (Arminio et al., 2009, p. 18). Alignment of both faculty and student affairs work around student learning is one way today’s institutions of higher education can meet increased demands for educational outcomes and utilize talent in a way that maximizes opportunities for students. To re-center the work of student affairs more squarely within the educational experience, a focus on enhanced, meaningful

collaboration with faculty is proposed as a strategy that will ultimately help meet today's accountability demands on the university.

Obstacles to Unified Culture

Any attempt to diagnose similarities or differences in an organizational culture brings some challenges. Analysis of culture through a critical lens highlights the notion that the reality of how any individual experiences an institution, organization or group of people is a socially constructed notion seen through that individual's eyes (Janosik, Creamer, & Humphrey, 2004; Simsek & Louis, 1994). It is truly possible that the separation between faculty and student affairs professionals, as well as the separation between theory and practice, may also be constructed based on individual construction of reality in that area and thereby promoted by those who perceive a divide (Kezar, 2000), especially in the event that campus culture embraces that "student affairs professionals are the un-faculty – the haven, the refuge from all that learning" (Carpenter & Stimpson, 2007). If organizational culture continues to promote that distance between student affairs and the faculty, student affairs professionals will risk continued criticism about the connection between student affairs and the heart of institutional priorities.

Beyond that assumption, diagnosis of organizational culture has been examined by organization development practitioners using one of three approaches: the behavioral approach, the competing values approach, and the deep assumption approach (Cummings & Worley, 2009).

The behavioral approach charges us to analyze the culture around faculty and student affairs collaboration based on the patterns of interactions that are designed to produce results. Many well-intentioned student affairs educators looking to build bridges

across the campus have pursued these partnerships, but have been sidelined by behaviors rooted in an assumed need to be perceived as more relevant to the educational experiences of students. Jargon and buzzwords have clouded the best of intentions and reinforce the possibility of faculty questioning student affairs professionals' identity as educators (Dungy, 2009; Sandeen, 2010, 2011). Exploring faculty/student affairs collaboration through this practical lens, Magolda (2005) shared important observations of the operational nature of collaboration attempts between faculty and student affairs professionals. In her study, student affairs professionals frequently served in unequal, yet willing, roles as secondary partners in a project. These roles frequently were "behind the scenes" roles that were focused on logistics while relegating the content-based contributions to faculty. Additionally, this delegation of duties was not directed from faculty but instead was sought by the student affairs professionals in these relationships (Magolda, 2005). Regardless of what led to these roles, the collaborative relationships failed to engage potential contributions of student affairs professionals to educational outcomes for students (Manning et al., 2014).

The competing values approach to organizational culture diagnosis explores pairs of values that may be opposing (Cummings & Worley, 2009) and the analysis of culture around faculty/student affairs collaboration offers evidence of competing values (Blimling, 1999; Doyle, 2004; Magolda, 2005). Divide between faculty and student affairs practitioners may emerge because of unspoken philosophical assumptions about the foundations and purposes of education (Doyle, 2004). Tradition among faculty envisions an education that is focused on sharing content and generating new knowledge, while student affairs culture promotes education focused on the student (Blimling, 1999;

Magolda, 2005). In the event that the collaboration may be geared toward a program or service for students, it would not be a surprise to hear that the regard for sharing knowledge and an approach that is more structural in support of helping students to find knowledge on their own might be at odds.

The third method of cultural analysis focuses on the core of the organization and is called the deep assumptions approach (Cummings & Worley, 2009). These aspects of organizational culture are not always consciously acknowledged and are characteristics of the organization at its deepest level. In analysis of the potential for more collaborative faculty/student affairs culture around student learning, professional literature acknowledges assumptions that may be brought to these potential partnerships. Both faculty and student affairs professionals approach a potential partnership with perceptions of the abilities of individuals involved and their respective commitment to the projects at hand (Sandeem, 2010). In addition, student affairs practitioners may have expectations of faculty engagement with practice that may not be in line with the rewards structure on campus or with faculty culture (Bosold & Darnell, 2012). Collaborative partnerships may be pursued because they are the right thing to do according to current dialogue in the field, but may lack strategic focus that may be needed for these partnerships to be successful (Magolda, 2005; Whitt et al., 2008).

All is not completely separate in today's universities. Many practices known as "high impact practices" (Kuh, 2008) are examples of where both faculty and student affairs content can come together to enhance the quality of undergraduate education. Examples of service-learning initiatives, leadership development programs, internships, living and learning communities and first-year seminars are among many examples of

celebrated partnerships that lead to outstanding student learning environments (Manning et al., 2014). The DEEP project (Kinzie & Schuh, 2008) shares information about educationally effective institutions and many practices highlighted are exemplary collaborations that unite student affairs practitioners and faculty in collaborative partnerships.

There are some celebrated successes of alignment between faculty and student affairs work that can stand tall in the face of accountability challenges. However, these achievements are celebrated as notable exemplars rather than the standard. For many campuses, separation between faculty and student affairs culture is distinct, sometimes competitive, with a cultural divide may prevent essential partnerships from ever having the chance to develop.

Alignment of Values

Core values at a given institution relating to teaching and learning may vary in position on campus priority lists as compared to research, but do consistently appear across disciplines and institutional types (Gunersel, Barnett, & Etienne, 2013). The student affairs profession, however, does not share the same degree of consistency across its values, identity and purpose or its relationship with institutions (Blimling, 2003; Smith & Rodgers, 2005). The relationship between the university and the “co-curriculum” has been described as a love/hate relationship over time due to perception of early university leaders as if it was something that was unable to control (Dalton & Crosby, 2012). Yet, the strength of influence from peer culture has garnered some attention from scholars for its potential to support and influence the educational process (e.g., Astin, 1984; Pascarella & Terenzini, 2005).

As the student affairs profession works to define its role in the academy and its contributions to student learning, focusing alignment with values relating to scholarship has potential to improve collaboration with faculty, advance the student affairs profession and, in turn, improve the student learning experience. Promotion and tenure processes establish criteria that direct faculty to be significant contributors to scholarship in their chosen discipline. The “publish or perish” directive is a well-known mantra in faculty culture. However, the expectations in student affairs around scholarship is less clear even with an ethical call for scholarly engagement and the focus from graduate preparation programs on cultivating a link between scholarship and practice (Dungy, 2009; Komives, 2000; Manning, 1996; Sanlo, 2002; Wooten et al., 2012).

Given the disconnect between faculty and student affairs practitioners in a number of areas, the challenge to establish a unified campus culture seems formidable based on differences seen when analyzing higher education organizations at their deepest levels (Cummings & Worley, 2009). Yet, the prescription for enhanced student learning is defined frequently by calling for a unified approach to education. For student affairs professionals to make progress in this area, consideration of a scholar-practitioner approach, or “practitioner-as-scholar” (Bensimon, Polkinghorne, Bauman, & Vallejo, 2004; Jablonski et al., 2006) may provide a reframe of student affairs practice that may more effectively connect to the work of student learning.

The Scholar-Practitioner in Student Affairs

The traditional model of an educational community places activities of scholars and practitioners in largely separate worlds (Bensimon et al., 2004; Bishop, 2010; Carpenter & Stimpson, 2007; Manning et al., 2014; Torres, Walbert, et al., 2010). Rather

than leaving aspects of scholarship as the sole responsibility of faculty, a scholar-practitioner approach for educators in a variety of roles around campus, including student affairs professionals, may offer an opportunity to enhance the focus on student learning throughout all of higher education (Torres, Walbert, et al., 2010). In the 1990's, the academic community began to discuss a broader notion of scholarship that was broader than a sole focus on scientific research (Bergquist & Pawlak, 2008). This shift in focus was inspired by the work of Ernest Boyer who published his *Scholarship Reconsidered* in 1990 as a response to the call to reform tenure and faculty recognition.

Dr. Ernest Boyer offered a framework for scholarship (Boyer, 1990) that took assumptions that formerly established scholarship and research as interchangeable in academic culture and instead broadened the definition of scholarship to include other forms of engagement. Before this body of work, traditional notions of research and publication as the only legitimate forms of scholarship permeated the tenure process and the academic culture (Carpenter, 2001; Komives, 2000; Malaney, 2002). Academic disciplines such as applied fields like nursing and elementary, secondary and higher education were more encompassed by a broader definition of scholarship (Bosold & Darnell, 2012; Bureau, 2011). Assuming a continued priority on rigor and the presence of the peer review process, this broader notion of scholarship offered potential to recognize the broad and diverse talents of many members of the academic community as well as a potential place for the practitioner and practitioner-scholar.

Boyer's frames of scholarship. Boyer's four frames of scholarship include discovery (the traditional notion of research included), integration (interdisciplinary analysis), application (practice), and teaching.

Scholarship of discovery. The scholarship of discovery is the closest aspect of scholarship in line with the traditional notion of research. Described as the scholarship of “pure” research, this is the aspect of scholarship actively aligned with the creation and dissemination of knowledge and one of the hallmark values of the academic culture (Sandmann, Saltmarsh, & Meara, 2008). When applied to student affairs, this form of scholarship is likely the primary domain of faculty and would be demonstrated in traditional, published scholarship (Sandmann et al., 2008; Saunders et al., 2000). Published scholarship, while consistently offering one or two paragraphs to outline implications of a given research study, tends to focus on the scholarship of discovery as the sharing of data serves as a key focus (Fried, 2002).

Scholarship of integration. The scholarship of integration is one of the most potentially relevant forms of scholarship to the student affairs profession (Fried, 2002; Schroeder & Pike, 2001) and one that stands to unify disparate parts of the academic community (Bartunek, 2007). This form of scholarship is defined as initiatives that making connections between isolated facts and various disciplines and the action of making broader meaning from data (Boyer, 1990). Since the early days of the student affairs field, professional literature has been challenging practitioners to apply knowledge from a variety of sources to solve key problems. This form of scholarship stands to help academic scholars link beyond the academic community to help make meaning of scholarship relevant to non-specialists (Bartunek, 2007).

Scholarship of application. The scholarship of application is another potentially significant form of scholarship for student affairs professionals across all functional areas (Fried, 2002). This form of scholarship is evident when the scholar applies knowledge to

an existing problem or situation (Boyer, 1990; Hyman et al., 2001). As part of the tenure review process, the activities designated as “service” have grown in range with little in common and, in turn, are frequently judged as not legitimate forms of scholarship (Boyer, 1990). While a traditional view of scholarship would first share knowledge through a published journal about a certain applied problem, this form of scholarship embraces the idea that new knowledge gained through experiential education and high impact practices such as study abroad or internship programs allows for the scholar to bring disciplinary expertise to new venues for student learning (Hyman et al., 2001). The expanded definition of scholarship stands to more accurately embrace the contributions from faculty in applied fields and reward exchanges between faculty and the external community in a manner more congruent with expectations of these professionals (Bosold & Darnell, 2012).

Scholarship of teaching. As a form of scholarship, it is no secret that the teaching versus research debate is experienced differently depending on institutional climate (Boyer, 1990). At many institutions, the faculty reward for excellence in the scholarship of teaching is far outweighed by the priority on research or discovery (Hyman et al., 2001). Boyer emphasized that a recognition of teaching as a form of scholarship would offer a way for faculty to be recognized for this form of contribution to the educational process (Boyer, 1990; Glassick, 2000). However, the scholarship of teaching is rarely embraced or even studied in the same way as other forms of scholarship (Malaney, 2002). Through an understanding of the scholarship of teaching, student affairs practitioners may find grounding in the educational mission of the institution and, in turn, may utilize

a broader definition of scholarship to help establish a unified mission and purpose on campus (Roper, 2003; White, 2002).

The scholar-practitioner. If a student affairs practitioner were to embrace multiple forms of scholarship into their practice, that administrator would be described as applying a scholar-practitioner approach to their work (Allen, 2002; Bishop, 2010; Blimling, 2011; Jablonski et al., 2006; Torres, Benjamin, et al., 2010). Sriram and Oster described a scholar-practitioner as a professional who engages with research (Sriram & Oster, 2012). While research is clearly one area of Boyer's (1990) model, the use of a broader conceptual framework to describe scholarship directs a broader examination of outcomes than just published research.

Blimling (2011) also offered typology to illustrate the dichotomies present in approaches to work in student affairs and higher education for both the scholar and practitioner. For the practitioner, Blimling offered the terms *reflective-practitioner* and *experienced-practitioner* to describe two different ways the practitioner informs their practice. The term *reflective-practitioner* identifies the person who is guided in their practice by the use of theory. In contrast, the *experienced-practitioner* uses their experience and observations of others to make decisions that inform their practice (Blimling, 2011). For the scholar, Blimling identified the terms "scholar-researcher" and the "scholar-practitioner" to define differences in how a scholar engages with professional practice. The *scholar-researcher* uses what is published and researched about student affairs to define her reality of what is known about the field. The *scholar-practitioner*, in contrast, uses experience to establish knowledge about the field, including

what experience is her own and what knowledge may be created about the field through that experience (Blimling, 2011; Torres, Benjamin, et al., 2010).

Student affairs and scholarship. Given the diversity of institutions within the system of American higher education, Boyer's call for a broader view of scholarship has potential to embrace a wider portion of the academy and asserts a place for those with proficiency in any one of the identified areas to contribute to scholarship (Oakley, 1997). The student affairs professional could be included in this wider sector of the academic community and, through increased engagement with scholarship, could more distinctly tie daily practice to its espoused emphasis on student learning in a manner consistent with values of the academic community.

Whether student affairs can realistically embrace each of these forms of scholarship bears discussion, but it is also possible that applied fields like higher education and student affairs represent a fifth form of scholarship, noted by scholars as a "scholarship of practice" (Jablonski, 2005) as a type of scholarship that merges all of Boyer's separate aspects (Braxton, 2005; Carpenter & Stimpson, 2007). While faculty typically land on the "scholar" side of the scholar-practitioner continuum (Jablonski, 2005), faculty are not completely disconnected from practice. Because they teach, they have significant influence on practice and in the student affairs profession this influence is quite profound (Carpenter & Stimpson, 2007). In addition, Love (2012) advocated for the inclusion of what he referred to as informal theory noting the practitioner's role as an informal theorist based on observations of how students experience higher education. There is a gap between theory and practice, but some believe the scholar-practitioner has potential to inhabit the gap between the two and thrives in the dynamic tension between

the two extremes (Bensimon et al., 2004; Blimling, 2003; Komives, 2000). Others believe that student affairs could not be more distant from potential to integrate theory or scholarship into the core values of the field (Young, 2001).

While Boyer's original intent was to use his frames of scholarship to expand faculty promotion and tenure processes, these frames can be applied to the student affairs profession as well (Jablonski et al., 2006). As student affairs heeds the call for more active collaboration with faculty colleagues, some consideration of the student affairs profession and its potential engagement with an expanded definition of scholarship may provide a possible route to a more unified university culture and clearer understanding of the student affairs profession's contributions to student learning (Pascarella & Terenzini, 2005; Whitt et al., 2008). In addition, a shift to a broader definition of scholarship opens the door to more co-creation of knowledge and a strong example for partnerships across disciplines and across the faculty/student affairs practitioner divide (Hay, 2003). Given the fact that most student affairs faculty are former practitioners (Malaney, 2002; Torres, Walbert, et al., 2010) and most research literature about student affairs is written by faculty (Carpenter, 2009; Fried, 2002; Saunders et al., 2000), ties between faculty and practitioners in student affairs are crucial to the potential to bolster engagement in scholarship (Blimling, 2003; Malaney, 2002). In an climate where a broader definition of scholarship is embraced, collaborations of this nature and faculty engagement beyond the classroom would then be factored in to faculty expectations as well as promotion and tenure review (Austin, 2002; Bosold & Darnell, 2012; Hyman et al., 2001; Sandmann et al., 2008).

Dr. Kathy Allen (2002) articulated the forces that scholarship provides for the field of student affairs including the role it plays in helping practitioners to understand their work and the system that practitioners work within. She discussed how scholarship helps practitioners identify key relationships that will help practitioners advance their goals. In addition, scholarship offers student affairs practitioners the chance to tie the past with the present and understand the gaps in the present in order to then envision a future for our field (Allen, 2002). The ideal relationship between scholarship and practice may be a cyclical one (Boyer, 1990; Young, 2001). Through scholarship, practitioners can engage in reflection about their own practice and strive to evolve and improve their work (Allen, 2002). At the end of that process, a practitioner would then provide a model or foundation for new scholarly activity, thereby leading to ultimate generation of new knowledge and improvement of undergraduate education.

The interconnected relationship between the improvement of theory to guide practice which then, in turn, propels new theory was originally framed by the Student Personnel Point of View with a reminder that that improvement of instruction and improvement of student services were inextricably linked (American Council on Education, 1937; American Council on Education et al., 1949). Over time, that direct link between classroom instruction and the world beyond the classroom grew separate and it is clear that connecting these areas stands to improve not only the student affairs profession but also the quality of undergraduate education. As student affairs professionals experience scholarship and internalize their roles as educators, professionals bring elements of all of Boyer's forms of scholarship together, regardless of whether they are teaching credit-bearing courses or not (Dungy, 2009; Keeling, 2004;

Komives, 2000; Manning, 1996; Roper, 2003; Sandeen, 1991; Sanlo, 2002; Wooten et al., 2012).

Student affairs and the scholar-practitioner. After exploring the relationship between student affairs and scholarship, one additional step of analysis is to examine the role of scholarship from the lens of the practitioner. In the context of today's student affairs practice that grows more specialized by the day, the scholar-practitioner approach offers the potential to unify some disparate parts of a complex field (Schroeder & Pike, 2001).

Innovators in practice are rarely the authors of published written work (Allen, 2002; Fried, 2002), as reflected in most of the signature journals and professional magazines (Saunders et al., 2000). Allen (2002) eloquently described the role of practitioners in scholarship as "silent spaces" in the content of our field. Both researchers and practitioners struggle to identify memorable bodies of scholarship relating to student affairs practice and it is clear that there is a disconnected relationship with the body of work of the field (Kezar, 2000). When examining the scholarship of the field overall, scholars may attribute a lack of an integrated body of scholarship in the field to the fractionalization that has happened as professional associations have divided and grown more specialized (Blimling, 2003).

Now that a set of competencies have been published by two major associations in student affairs (American College Personnel Association National Association of Student Personnel Administrators, 2010) the potential for the foundational framework for preparation is in place. However, this may not guarantee a positive future for a more active integration of scholarship. Some practitioners understand the call toward

scholarship in today's professional literature is frequently as a vital call for focus on assessment, evaluation and research of our programs and services (American College Personnel Association National Association of Student Personnel Administrators, 2010; NASPA Research and Scholarship Task Force, 2011). Previous studies of new professionals ranked competencies relating to these areas as quite low in importance for success on the job, but contemporary scholarship emphasizes skills in this area as crucial for professional success (Bresciani, 2010; Torres, Benjamin, et al., 2010). Specific studies of senior student affairs officers (Blimling, 2003) showed their low engagement with research and their low priority on skills in assessment, evaluation and research (AER) for new professionals in their divisions (Burkard, Cole, Ott, & Stoflet, 2005). In addition, studies of new professionals rank competencies in assessment, evaluation and research as well as writing for publication and understanding of theory as more valued in their graduate programs than in their work on campus (Cuyjet et al., 2009). Unfortunately, while a call for priority on scholarship to advance the profession may be issued by scholars (e.g., Jablonski, 2005; Komives, 2000), it may be at odds with the priorities of practitioners.

Disconnect between scholarship and student affairs practitioners. Given the scholar-practitioner divide lamented by many student affairs professionals, a diagnosis of the reason for the split is important to understand if more alignment around values of scholarship is indeed desired. Student affairs, as a profession, may still be too broad to assert some cohesive identity through scholarship (Sandeen, 2011). When career stages of student affairs professionals are analyzed for engagement with scholarship, senior student affairs officers and entry-level practitioners may defer to summarized articles in

The Chronicle of Higher Education before delving in to the latest journal reading (Blimling, 2003) with graduate students citing the highest level of research engagement (Sriram & Oster, 2012). In addition, Sriram and Oster (2012) reported that 64% of participants in their study reported less research engagement than they desire for their professional career. Frequent reasons for disconnect between practitioners and engagement with scholarship includes a lack of time, a lack of skills and a lack of relevance.

Lack of time. Today's practitioner likely struggles with making time for scholarly pursuits (Carpenter, 2009; Sriram, 2011). Practitioners perceive scholarly pursuits as something that must be accommodated in addition to their regular work and accommodated on their free time (Fried, 2002).

Lack of skills. Even if the student affairs professional found time to read published scholarship, Carpenter (2009) poses a question – will he or she be able to read it? If the new professional isn't likely to actively engage with research on the job, then the potential for a significant amount of time to pass without use of these skills is a concern. Even if preparation is strong, student affairs professionals may lack skills for active engagement with research (American College Personnel Association, 2008). Professionals rarely rely on research to guide practice and may be more guilty of decisions based on intuition and experience (Carpenter, 2009). Some practitioners consistently utilize theories and frameworks that do not reflect the diversity of today's students, overgeneralize research or can not even identify what paradigms are used in their work at all (Carpenter, 2009; Guido, Chávez, & Lincoln, 2010; Torres, Benjamin, et al., 2010). In context of the emerging assessment movement in student affairs, many

professionals also can not distinguish between assessment and research (Bresciani, 2010; Torres, Benjamin, et al., 2010).

Lack of relevance. This lack of priority on scholarship for practitioners could be tied to a perceived lack of useful scholarship that applies to roles in the student affairs field (Roper, 2001). What is considered cutting-edge practice may be not reflected in published scholarship and may lack relevance to today's practitioner (Allen, 2002; Broido, 2011). In addition, choice of focus for published scholarship to just fill "scholarly holes" in existing literature base may not hold the same value for practitioners as it does for academic scholars (Bartunek, 2007). When scholarship of any form can provide the practitioner with access to new thinking or cutting edge practice, the content now becomes relevant and important to the practitioner's success (Sriram & Oster, 2012). As student affairs professionals work to align their priorities with those of the division and institution as a whole, leadership from senior student affairs officers would be needed to integrate scholarship in all forms into work within the student affairs profession (Smith & Rodgers, 2005; Sriram & Oster, 2012). Redefining the role of scholarship will require adoption within each functional area as well as the leadership to pull together principles that may redefine the role of student affairs within the academy (Porterfield et al., 2011).

Where are values of scholarship shared? Values of the student affairs profession are most frequently communicated through graduate preparation programs, professional associations and related journals, and campus-based experiences.

Graduate programs communicate values. The field of student affairs has debated the questions relating to the foundations of graduate preparation in student affairs for at least 50 years. This debate is ongoing because the priorities of the field have not been

clear (Cuyjet et al., 2009). While published data is not accessible from either major student affairs association as to the number of student affairs professionals with graduate degrees in the field, we know that the master's degree program is a common preparation experience shared by many practitioners based on preferred qualifications advertised for student affairs positions (Renn & Jessup-Anger, 2008). Advertisements also indicate master's degrees as "preferred" and also designate a degree in student affairs or "related field" as a desired qualification in more general terms (McClellan, 2010). Yet, there are institutions still making hiring decisions that bring under-credentialed administrators into key student affairs roles at some institutions (Janosik, Carpenter, & Creamer, 2006). While a graduate degree program is not the path followed by every student affairs administrator, it is the common experience for a critical mass of student affairs professionals.

Despite assertions in graduate program literature of a focus on launching the scholar-practitioner into life in the student affairs field (Torres, Benjamin, et al., 2010), given assertions of a gap between theory and practice (Renn & Jessup-Anger, 2008) it is important for the student affairs profession to consistently reflect on whether what is taught in classroom contexts reflects the reality of student affairs practice. Programs may choose a philosophy that espouses a scholar-practitioner blend, but perception from students indicates that a choice between a path as a scholar and a path as a practitioner is required (Bishop, 2010; Engstrom, 1999; Hay, 2003; Love, 2012). Whether this divide is pervasive or socially constructed, it seems to be perpetuated through early experiences of new professionals as values and perceptions of the profession are being formed (Kezar, 2000).

Association communicate values. Professional associations also play a role in establishing professional values and potential support for the scholar-practitioner in the student affairs profession. In addition to the role-modeling faculty offer in shaping professional foundations for graduate students, associations offer a professional community that also sends messages about values and priorities. Given many student affairs professionals begin their early careers through attendance at functional area conferences (i.e., NACA, ACUI, ACUHO-I, NIRSA) as well as participation with umbrella organizations such as ACPA or NASPA, both types of associations have the opportunity to shape engagement with the scholarship of our field. Engagement with professional associations presents a chance for student affairs professionals to exercise a number of Boyer's (1990) forms of scholarship.

Campus leadership communicates values. During the hiring process, if the scholar-practitioner identity is important we would have to figure out ways to explore a staff member's potential to contribute to scholarship in the field (Arminio et al., 2009). Experienced professionals, whether in supervisory roles or not, play a key role in communicating expectations that administrators stay current with new scholarship in the field (Carpenter, 2001). To establish a scholar-practitioner identity in student affairs, the role of student affairs professionals as educators would need to be embraced by senior campus leaders as paramount to our identity (Manning, 1996; Roper, 2003; Sandeen, 2010; Smith & Rodgers, 2005; Wooten et al., 2012).

However, as professional responsibilities increase in the field there is a reduction of engagement here as well. A study by Chernow, Cooper, and Winston (2003) found senior student affairs officers (SSAO) and middle managers to be less likely than entry

level staff to engage actively in the professional associations in student affairs. This trend mirrors other research that highlights the graduate student as the most engaged in other forms of scholarship in the student affairs field as well (Sriram & Oster, 2012).

Today's student affairs practitioner brings a set of knowledge, skills and competencies to the university that can significantly contribute to educational goals for students. Blimling (2001) portrays student affairs with potential to be a "student learning community of practice" because of the combination of discovery, teaching, application and integration present in our daily work (Blimling, 2001; Jablonski, 2005; Smith & Rodgers, 2005). One of the essential qualities of Blimling's (2001) picture of the student affairs community of practice is that all members of the community regard themselves and each other as educators. Yet, significant obstacles are cited for the student affairs practitioner to embrace one of the significant expectations of educators on a college campus - engagement with scholarship.

The Scholar-Practitioner in Campus Activities Practice

There are many ways that a scholar-practitioner identity could be examined within the student affairs profession, but any approach must factor in both the complexity of the field as well as the lack of agreed-upon values and priorities across the profession (Blimling, 2003; Sandeen, 2011; Smith & Rodgers, 2005). Given this breadth, this study will focus on the one defined functional area within student affairs work that is consistently placed under student affairs reporting lines at many universities.

Part of the evolved complexity of the student affairs profession as a whole is seen in the organizational structures that have been developed to address the needs of students outside of the classroom. A traditional student affairs division is a stand-alone division of

organizational functions with a senior student affairs officer that frequently reports to the president. Some institutions combine academic and student affairs divisions reporting to a senior academic administrator with a goal of more closely aligning both functions in the name of improved connection with the needs of students. While some institutions are making this change, others establish to the direct reporting line to the president due to the need for a senior student affairs officer to be among cabinet-level conversations when decisions that affect the well being of students are at stake (Dungy, 2003).

Over the evolution of the academic profession and the increased specialization of faculty and academic disciplines, the student affairs profession also saw a trend of increased specialization (Carpenter & Stimpson, 2007; Love et al., 1993; Manning et al., 2014; Whitt et al., 2008). While variation across institutional type may be significant, 52 potential functional areas exist in the areas under a student affairs umbrella with professional standards established for 43 of those functional areas (Council for the Advancement of Standards in Higher Education, 2012; Kuk & Banning, 2009). Divisions may be structured differently as well, with a range of four to 17 functional areas typically reporting in a student affairs division (Kuk & Banning, 2009). Discussions have cycled through questions of whether student affairs is actually a distinct profession have yielded no specific conclusion, because the range of functions encompassed under the organizational umbrella is so vast that a single philosophy or set of values would be nearly impossible (Sandeen, 2011). Divisions today may include traditional functions such as residence life, counseling services and student conduct as well as newer additions such as veterans services, childcare, transportation or auxiliary services (Council for the Advancement of Standards in Higher Education, 2012; Sandeen, 2011).

As the student affairs aspect of the higher education profession grew more complex, a proliferation of functional area professional associations emerged, with some attributing the reason for the growth to a clear signal that broad-based associations were no longer meeting practitioner needs (Torres, Walbert, et al., 2010). Most professional literature about student affairs casts a sweeping net across all functional areas when, in reality, the connection between work across functional areas has minimal similarities beyond the fact that each area engages with students (Dalton & Crosby, 2011; Dungy, 2003; Sandeen, 2011). While generalizations about the identity of each functional area lack research-based support, based on observable work patterns it is feasible to consider that some variation could exist between functional areas in certain values and priorities (Love et al., 1993).

One functional area in a traditional student affairs division will typically be charged with working with student organizations and events. While the campus activities programs available today are much more expansive than their beginnings with student literary societies in the 19th century, the focus on presenting involvement opportunities for students to enhance their education remains at the heart of the function (Council for the Advancement of Standards in Higher Education, 2012). The campus activities area is a functional area typically charged with the role of providing programs and experiences for students including off-campus trips, campus entertainment events and cultural programs. In addition, student affairs professionals serving in campus activities roles serve as advisors to student organization and frequently facilitate leadership education programs (Dungy, 2003; Rentz & Zhang, 2011). The definition of what campus activities is can be operationalized on campuses in very different ways with these administrators

reporting involvement in everything from athletics to residence halls and ranging from a focus on experiential learning to facilities management (Bartkus, Nemelka, Nemelka, & Gardner, 2012).

The centrality of campus activities work to the educational experiences of students began to be discussed in professional literature with the 1949 version of the Student Personnel Point of View (American Council on Education et al., 1949). In this key document, the call for a more intentional approach to co-curricular activities was outlined as one aspect of the student affairs profession's connection with educational goals for the campus (Evans & Reason, 2001). Since then, literature periodically explores the experiences of students in campus activities areas such as student government, fraternity/sorority life and others but some degree of attention to co-curricular life and student learning only minimally emerged starting in the 1990's (Haggis, 2009; Kuh, 1995). After this trend began to shift, publications like *Learning Reconsidered* (Keeling, 2004) and *Learning Reconsidered 2* (Keeling, 2006) called university leaders to recast co-curricular life into a framework emphasizing student learning and guided by competent, prepared future leaders of the student affairs profession (Wooten et al., 2012).

Today, both scholars and practitioners are only just starting to document and understand the connection between these activities and student learning (National Association for Campus Activities, 2009; Sandeen, 2010). There are studies that explore experiences in specific areas of involvement such as student government or fraternity membership, but literature is lacking sufficient exploration of the wide range of specific experiences as well as any studies that compare learning across opportunities (Gellin, 2003). In addition, what literature exists about the student experience in campus activities

is just beginning to explore the institution's role in co-curricular programs beyond general studies about advising student organizations (Boyle et al., 2012; Haggis, 2009).

When applying questions of how student affairs practitioners may engage in scholarship, the campus activities functional area offers an interesting environment for study. Major professional associations connected to this functional area both assert priorities for engagement with scholarship in their immediate futures (Association of College Unions International, 2011; National Association for Campus Activities, 2012) and the master's degree in student affairs administration or a related field is a frequently required or preferred qualification for positions within the functional area (Association of College Unions International, n.d.). On campus, the professionals in this area frequently engage in a largely student-driven culture that is sometimes seen as at odds with or in competition with the academic priorities of the institution (Carpenter & Stimpson, 2007; Dalton & Crosby, 2011, 2012; Love et al., 1993). With that stated, learning and engagement opportunities for students abound to develop leadership skills and a range of cognitive and personal development gains (Gellin, 2003; Kuh, 1995; Sandeen, 2010).

Chapter Summary

Higher education is under increased scrutiny for accountability around student learning and student affairs leaders must take these challenges seriously in order to remain relevant and central to the educational enterprise. As institutions work to meet the demands for accountability for student learning, steps to unify work of student affairs with the work of faculty will assist universities in the quest to demonstrate outcomes of their work. For student affairs professionals, current gaps between faculty and student affairs culture may make that task a challenging one. However, if student affairs

professionals could find ways to explore the role of scholarship in professional practice there may be opportunities to engage with faculty and academic culture more actively. This phenomenon could be explored across the complex varieties of functional areas in common student affairs divisions, but the decision to explore one functional area of student affairs offers the ability to study a similar institutional responsibility across multiple institutions with different contexts.

Chapter 3

Methodology

This chapter presents an overview of the research methods that were employed within the collective case study dissertation. The beginning of this chapter establishes the need for a collective case study design and the specific aspects of why the central research question is best investigated through this method. To support this connection, the problem being studied is reviewed as well as the relevant philosophical assumptions, positionality of the researcher and other ethical considerations. The second section of this chapter reviews the research design and discusses the population being studied as well as the recruitment, selection and description of cases that were included in the collective case study. This section also outlines the sources of data collection and methodology employed. The final section discusses the data analysis strategies and approaches that ensured trustworthiness in this research study.

Purpose of Current Study

As mentioned in Chapter 1, the campus activities practitioner may be charged to lessen existing gaps between their practice and the values and priorities with academic culture. For this specific functional area in student affairs, attempts to engage more actively with the values of scholarship in an academic culture may be met with perceptions of a co-curricular focus as contradictory to values of academic success (Carpenter & Stimpson, 2007; Dalton & Crosby, 2012; Love et al., 1993). This study frames the scholar-practitioner identity as an approach that would lessen cultural obstacles to engagement between student affairs practitioners and those with primary responsibilities around teaching and learning. Given little is established in professional

literature about the roles of the campus activities practitioner, this collective case study explored the research question and sub-questions with a goal of exploring both individual engagement around scholarship by campus activities practitioners as well as the campus context that may influence those decisions to engage.

Research Questions

The central research question explored was, “How do student affairs administrators in campus activities departments integrate scholarship into practice?” This question was investigated through the following sub questions:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?
2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?
3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?
4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Research Design

This study utilizes an instrumental, collective case study design. Any exploration of this design must first explain the case study method and then apply that understanding in the unique context of a collective case study design. The definition of case study as a

research method is frequently combined with discussion of topics where case study is merely used as the beginning stages of an exploratory research study using another method (Yin, 2013). Robert Yin (2013) and Robert Stake (Stake, 2006) are among the most frequently cited scholars about the case study method. Yin (2013) offers a two-part definition to the case study method.

The first part of Yin's (2013) definition focuses on the scope of the case study and emphasizes that case study research examines contemporary phenomena where boundaries between context and the phenomenon can not be distinguished. The phenomenon being studied is potentially influenced by the university context at hand, so both context and phenomenon must be explored. This university context will need to encompass any historical, human, economic or political dynamics at play in the university as an organization that may influence the scholar-practitioner identity (Stake, 2006). The second part of Yin's (2014) definition relates to consideration of the features of the case study. These research questions dictate the possibility for many variables of interest and integrate multiple data sources, therefore meeting this aspect of the case study definition as well.

Yin (2013) poses questions to help researchers determine appropriate uses of method. The three questions include (a) the type of research questions posed, (b) the extent of control a researcher has over actual behavioral events, and (c) the degree of focus on contemporary events. Given this study's research questions posed, it was a good match for a case study in that Yin (2013) identifies that "how" and "why" questions lend well to use of case study research, experiments and historical analyses (Yin, 2013).

Yin's (2013) second question asks us to evaluate the level of control we might have over behavior and events involved. Context is crucial to the case study design as a significant focus of case study research is to study the relationship of the case to the bounded system (Jones, Torres, & Arminio, 2006). The extent of control over the events involved with the study was minimal. Therefore, using Yin's list of options for ways to research "how" and "why" questions, this lack of control eliminates the experimental approach for this study. In addition, this study is focused on contemporary events thereby addressing Yin's (2013) third question.

There are critiques of the case study methodology. Case study exists in research as both a unit of analysis as well as a methodology. In addition, given case study research lacks a specific philosophical tradition associated, researchers particularly in higher education could potentially choose any organization, department or academic class as a "case study" and solely focus on the unit of analysis (Jones et al., 2006). Case studies are accused of a lack of rigor and of being hard to generalize (Yin, 2013). In addition, case studies are frequently criticized for being too long, complex and data-heavy (Yin, 2013; Zainal, 2007).

Despite the critiques of the case study design, it is the most appropriate design to answer the research questions of this study. Because of the wide range of models in department structure, professional association engagement and institutional climate across the campus activities profession, it could not be assumed that campus context would offer any degree of consistency. A case study design allowed for unique context from each campus to be considered as well as the perspective of the individuals involved. In addition, this lack of consistency across campuses within the campus activities

functional area supported the use of a collective approach. Interviewing multiple professionals at multiple campuses allowed for a broader consideration of multiple perspectives as well as an enhanced level of rigor to the study.

Characteristics of the Collective Case Study Design

Case studies focus on the study of bounded systems, which are systems that are easily identified thanks to organizational boundaries or common affiliations (Creswell & Maietta, 2002; Creswell, 2013). Three variations exist in case study research to identify the type of intent within the study. This study followed the definition of one variation called an instrumental case study, as its goal was to seek understanding of an issue or concern (Creswell, 2013; Stake, 2000). In a collective case study, the instrumental case study research is conducted across several cases to illustrate what Stake (2006) refers to as the quintain. The use of a unique word identifies the bounded system as larger than any one case and emphasizes the researcher's challenge to understand how a phenomenon may be experienced across cases with similarities and differences in context (Stake, 2006). Data are more robust than if the study was just focused on one case and the use of multiple cases improves reliability.

A number of qualities of this study made it ideal for case study research. First, the case study methodology was appropriate when studying a current phenomenon in its real setting (Yin, 2013). The "how" and "why" questions were addressed, but the methodology allowed for context within the phenomenon to be considered (Baxter & Jack, 2008; Yin, 2013). Also, Yin (2013) identified case study methodology as appropriate when it is difficult to understand the boundaries between the phenomenon itself and the context in which participants experience the phenomenon. In this study's

example, understanding the influence of the campus-based context was an important part of understanding how scholar-practitioner identity is or is not cultivated in campus activities positions.

In this study, each department was treated as a case with the phenomenon under analysis as the integration of scholarship into campus activities practice and represented the “bounded system” for this study.

Philosophical Assumptions

Case study research is frequently described without a specific philosophical tradition associated (Jones et al., 2006). With a goal of framing this study with the highest level of richness and depth, it is important to identify the ontological, epistemological, axiological and methodological foundations of the research study (Creswell, 2013).

One of the very basic foundations of qualitative research is in the belief in the existence of multiple realities (Creswell, 2013). Therefore, the role of the participants in a qualitative study regards participants as having significant expertise to contribute to the study in close collaboration with the researcher (Baxter & Jack, 2008). Ontological assumptions for this study assume that reality is defined through the participants’ eyes and that the use of a multiple case study methodology allows for broader description of multiple realities that may contrast with each other. This study explores the role of scholarship in the campus activities profession with the assumption that no specific reality exists and that participants likely experience the phenomenon in different ways.

A constructivist epistemology frequently serves as a foundation for qualitative research and the most significant sources in qualitative research support the value of a constructivist paradigm in multiple case study research (Baxter & Jack, 2008; Stake,

2010; Yilmaz, 2013; Yin, 2013). Constructivism assumes that the only true knowledge or truth is a result of an individual's perspective (Schwandt, 1994). When a constructivist epistemology is at play, the researcher's role is that of interpreter of the truth expressed by the individuals participating in the study. Through a constructivist approach, the interaction between the researcher and the research participants constructs reality through the human interaction (Jones et al., 2006). Therefore, the positionality of the researcher becomes quite important to acknowledge and revisit over the course of the research process and will be outlined below.

Axiological assumptions of research have to do with the role that values play in the study (Creswell, 2013). Given the social constructivist approach, it is crucial that individual values are able to emerge in the study and be discussed during the interactions between researcher and participants. Finally, the methodological assumptions allow for an inductive method for ideas to emerge through opportunities for participants to engage with the researcher (Creswell, 2013). To honor both axiological and methodological assumptions within this study, participants were engaged to find consensus in findings through strategies designed to foster trustworthiness.

Positionality of the Researcher

My engagement within the campus activities profession is one that began as an undergraduate student involved in a number of leadership opportunities offered through the campus activities department as well as a few other areas in student affairs. Through these leadership opportunities, I was fortunate to interact with a number of campus activities administrators and discover the field of student affairs through their mentoring. Since then, I have enjoyed a long-term career in this functional area that currently

culminates in national Board of Directors leadership for one of the professional associations, experience in other national volunteer roles and a professional network built after 15 years in this functional area.

As a graduate student, I worked as a graduate assistant in a campus activities office that was just being established. I watched lessons taught about the student affairs profession in my classes sometimes crystallize before my eyes through work with my students as the campus was beginning to learn what might be possible with a more educational approach to campus activities. As I was concurrently exploring the literature of the field, thanks to this blend of discovery, teaching, application and integration of student affairs scholarship I was eager to carry the idea of a scholar-practitioner into my work as a new professional. I had visions of spirited dialogue and discourse evolving in meetings and over lunches with colleagues. I espoused and enacted my role as an educator in my regular interactions with students and that role shaped my expectations of the role I would play in the academic community.

Looking back on early years in the profession, even with that commitment to a scholar-practitioner ideal it was not realized in my daily work. While my institution was very supportive of the student affairs division and its goals, reflection on those early years shows that nearly every project that potentially placed me with opportunity to utilize a more scholarly approach in my work was quickly redirected. Work with faculty was determined to be more appropriate for division leaders. Anything even close to research, teaching or writing for publication was quickly put aside for more urgent priorities relating to campus events, policy development, risk management or the newest student organization project.

Once my career progressed into middle management, I found myself in a positional leadership role that could influence the climate and more actively embrace a scholar-practitioner balance in my own department. I had staff with graduate degrees in student affairs and institutional leadership that stated priorities on professional development and partnerships with academic colleagues. However, campus cultural barriers were still profound and supported by organizational structures that drew clear lines between those who are scholars (i.e., faculty) and those who are not.

Today, I have built a career in student affairs through nearly 20 years of investment in campus activities as a functional area. I have had the opportunity to consult with campuses looking to evolve their campus activities programs to become the comprehensive programs similar to the campuses that participated in this study. Through that work and since I began pursuit of the doctoral degree, I have grown in my commitment to helping those with interest in a scholar-practitioner identity in student affairs work to find a match for their interests and skills in the campus activities functional area. If more professionals would engage with scholarly pursuits, I believe that educational quality would improve for the many student leaders who invest a significant amount of time and energy in campus involvement roles.

Case Selection

Given the emphasis on the bounded system or case as part of case study research, the selection of cases is extremely important (Jones et al., 2006; Miles, Huberman, & Saldana, 2014). The identification of the cases for inclusion of the study is both theoretical as well as practical. Defining the boundaries of those to be included must be linked to both philosophical assumptions of the study (i.e., constructivist studies assume

participants' ability to make meaning) as well as practical elements of the study that seek to yield sites that will advance the goal of providing insight on the research questions (Yin, 2013).

The number of cases recommended for selection in multiple case study research ranges from as few as two cases to as high as ten cases (Creswell & Maietta, 2002; Creswell, 2013; Yin, 2013). Creswell (2013) recommended less than four cases in collective case study research, but Stake (2006) warns researchers against using fewer than four cases or more than ten. This number is offered to assure that ample opportunity exists for cross-case analysis but also to facilitate ample amount of thick description within each case. A multiple case study approach calls for selection of cases that will either predict similar results or offer some kind of contrast based on a predicted theory or rationale for the difference (Stake, 2006).

For a collective case study, the study typically begins with the cases at least partially selected (Stake, 2006). Given one of the goals of collective case study research is to understand how the phenomenon being studied exists in different environments, the selection of cases may require study of typical cases or study of atypical cases to best describe the phenomenon (Stake, 2006). For this study, a maximal purposive sampling strategy was used starting with the list of institutions who had been recognized for exemplary campus activities programming through the National Association for Campus Activities awards program in the Northeast region (Creswell, 2013). The variety of awards offered from this association recognizes institutions and individuals for excellence using a comprehensive overview of the program as a whole, rather than

isolated programs or events. The list of award winners from the Northeast region was used in order to identify research sites in geographic proximity to the researcher.

From that list, institutions were examined for (a) staffing size in a campus activities department that included more than one individual; (b) department responsibilities that included more than one area outlined in CAS standards (Council for the Advancement of Standards in Higher Education, 2012) starting with use of the Campus Activities Programming (CAP) standards but adding areas such as Orientation Programs, Student Leadership Programs or Student Union Management; and (c) variety in institutional type including commuter/resident student population. To narrow the list further, priority for selection was given to any institution that also featured recognition of an institution's campus activities administrators in the NACA awards programs during the same time frame. In addition, the researcher's home institution was eliminated from consideration.

A set of five institutions was identified prior to this research study for possible inclusion as cases. Based on good practice in qualitative research, data collected from the first institution shaped the selection of additional cases based on a plan to utilize Yin's (2013) defined replication strategy. When the visit to the fourth institution was completed, data saturation had been reached and the visit to the fifth institution was deemed not necessary.

Site Descriptions

"New England State University" is a public institution with a proud focus on educating the undergraduate college student through a residential experience (National Center for Education Statistics, 2014b). With a good number of students living on

campus, New England State University boasts a comprehensive list of student life opportunities and a focus on engaged student learning (U.S. News and World Report, 2014). This department's functions include campus activities, orientation, leadership development and student union functions (Jessica, personal communication, July 1, 2014).

"Collins College" is located in Rhode Island and has a student body that is primarily of traditional age and a large proportion of students living on campus (National Center for Education Statistics, 2014b). The campus enjoys a student enrollment of just over 3,000 undergraduate students and top rankings for its offerings in business (James, personal communication, July 16, 2014). The campus activities department is a comprehensive one, in that it manages multiple functional areas including Campus Activities Programs, Fraternity and Sorority Advising, Student Leadership Programs, Community Service Programs and Orientation Programs.

"Newton University" has a strong track record of involvement and exposure within the campus activities field in the Northeast region with an undergraduate enrollment of 9,500 that has sizeable populations of residents and commuters. Located in an urban setting, Newton University offers an experiential learning approach to education and prides itself on preparing students for real-world career success. As regular recipients of numerous "Excellence in Programming" awards, this institution offers strong opportunities to student leaders for learning through event planning, leadership education and student organization involvement.

"Flagship University" is well known in the region for a spirited campus life largely built around athletics and other community building activities. The campus

activities department includes a large staff, when including all support staff and graduate assistants, and is both highly specialized and quite comprehensive in focus across a number of areas of focus including student organizations, leadership development, campus events and volunteer programs.

Data Collection

IRB approval was obtained from the University of Nebraska as well from each of the selected institutions, including approval at one institution that agreed to serve as a pilot study location. Data was then collected in the manner recommended for qualitative analysis beginning with the pilot study location, focusing on a number of the most common strategies used for data collection in multiple case study research (Creswell, 2013; Stake, 2006). The use of multiple sources of data collection presented multiple opportunities to combine information to paint the most vivid picture of the cases being studied (Creswell, 2013). Data were collected using methods including (a) semi-structured interviews with campus activities professionals; (b) director's journal entries over the course of the study; (c) semi-structured interviews with senior student affairs officers; and (d) document review of annual reports and professional newsletters where they may be available.

Semi-structured interviews. Semi-structured interviews are one of the most important methods of data collection in case study research, given the potential for both structured dialogue as well as participant-driven follow up questions that lend well to the unique understanding of each case (Hancock & Algozzine, 2006). Interviews provided insight into behaviors that are not easily observable by the researcher, allowing the

participant to partner with the researcher to make meaning of experiences (Creswell, 2013).

The primary data source in this study was single, one-hour interviews with members of the campus activities departments at each university. All staff members in the campus activities department who identified as campus activities professionals and were at least one year beyond the student experience, regardless of educational background or years of experience in the field, were invited to participate in this study. Interviews were conducted and recorded by the researcher and transcribed by a third party.

Senior student affairs officer interviews (SSAO). Perspective from institutional leaders, as removed from the department context but not directly involved in daily practice, was a necessary perspective to explore these questions. Semi-structured interviews were conducted with the senior student affairs officer at each institution and with additional senior student affairs officers when recommended by the institution or when reporting relationships indicated it to be appropriate. These interviews were intentionally open-ended to allow for conversation that was applicable to information gained from interviews with staff on the given campus.

Document review. Document review is also a frequently used data collection approach in case study research (Creswell, 2013; Hancock & Algozzine, 2006). Documents that were reviewed included assessment reports, planning meeting agendas and professional development publications or program overviews to examine for examples of scholarly endeavors. The researcher also kept a research journal to document important research decisions and allow reflection as the study evolves (Creswell, 2013).

In addition, all directors from departments being studied contributed entries to a Director's Journal, using a Google Doc, where they responded anonymously to question prompts about the integration of scholarship into their work. This use of a more modern version of the traditional participant diary offered participants the chance to have more time and flexibility to contribute to the study through reflection in their own environment (Creswell, 2013; Hookway, 2008).

Four principles of data collection were utilized based on the framework created by Yin (2013) including the need for multiple sources of evidence, a case study database, a chain of evidence and the need for care in using electronic sources.

Multiple sources of evidence. At each site, multiple sources of data were examined in order to situate the case within the most relevant descriptors of its context (Baxter & Jack, 2008; Bogdan & Biklen, 2003; Creswell & Maietta, 2002; Yin, 2013). Through the collection of data from multiple sources, the researcher was able to converge sources of data in the analysis phase and offer the most vivid description of the cases being studied (Baxter & Jack, 2008; Creswell, 2013). Given a significant amount of data reflecting multiple themes, the use of multiple data sources enabled the researcher to triangulate between sources to identify what is most salient (Stake, 2006; Yin, 2013).

Create a case study database. Yin (2013) charges researchers to establish two separate collections of data including what he calls the data or evidentiary base as well as the researcher's report. Data transcripts from interviews were kept on an external hard drive and kept separately from the researcher's field notes and interpretations to facilitate exchange of material between transcriptionist and peer de-briefers that did not combine these two sources of information. Interview transcripts were analyzed using MAXQDA

software and the researcher's field notes and research journals were kept using Google Docs. Documents used in document analysis were shared back with the researcher using email attachments.

Maintain a chain of evidence. Yin (2013) charges the multiple case study researcher to establish a chain of evidence in order to allow an external observer to retrace the sequence of evidence used by the researcher to substantiate interpretations of data.

Use care when using electronic sources. As electronic sources were used in this study including use of shared documents for the Director's Journal, care was taken to assure that data is collected in a manner that maintains the trustworthiness of the study. Writers on the Journal submitted responses without names and without using a log-in in order to protect their online identity.

Data Analysis

The first step to data analysis in case study research is a focus on the unit of analysis (Jones et al., 2006). In this study, the unit of analysis being studied was the campus activities department in each university. Data from each case was analyzed using the constant comparative method including data analysis following data collection at one site and in advance of data collection at the next site (Bogdan & Biklen, 2003). The constant comparative method was initially detailed by Glaser (1978) in an approach that is outlined as follows:

1. Begin collecting data.
2. Look for key issues, recurrent events, or activities in the data that represent categories of focus.

3. Collect data that provide incidents of the categories of focus, with a goal of understanding the diverse ways the dimensions under each of the categories could be experienced.
4. Write about the categories with thick and rich description of the incidents within the data. Continue searching for new incidents within existing data.
5. Attempt to define the emerging model's basic social processes and relationships.
6. Engage in sampling coding and writing as the analysis focuses on the core categories.

While this list appears to be a series of steps, according to Glaser (1978) they should evolve simultaneously and will recycle back when more data collection takes place.

To code the interview data, I started with an analysis of the individual case. Preliminary analysis utilized research memos and field notes to shape understanding of the uniqueness of each case (Creswell, 2013). A transcriptionist transcribed the interviews and transcripts were uploaded using MAXQDA software to assist in analysis. Within-case procedures were first utilized to establish categories using open coding of data as well as document analysis. Following the cycle outlined by Glaser (1978), I first wrote about categories that seemed to represent the incidents within the existing data for the department as a whole. After that, the categories and initial coding were reviewed along each research question for High, Medium or Low level of data applicable to each question (Stake, 2006). From that point, an emerging profile was developed for that department and another round of coding was completed.

After within-case procedures were completed, categories were aggregated and then folded into themes. For Case 2 and after, each within-case procedure examined themes that either refuted or supported those established in the analysis of Case 1 using what Yin (1994, 2013) defined as his replication strategy. When divergent findings emerged that were different from findings from Case 1, other cases were analyzed to potentially identify additional themes and additional rounds of coding were completed. Once multiple rounds of coding were completed, one debriefing call was completed with a representative from each department that helped to add further detail and provide any additional documents for document review. After document analysis was complete, one peer debriefer was utilized for each campus with two debriefers utilized for the Flagship University case.

Findings for each case were kept separate from others given that context and situationality were important to the understanding of this case (Stake, 2006). Therefore, once all individual cases were analyzed, cross-case analysis procedures were then employed. Each case was reviewed for its ability to apply the situational experience to answering the research questions and ultimate understanding of the quintain. Then, using a track of data analysis individual codes were merged based on a technique recommended by Stake (2006) of developing “merged findings” by collecting similar findings from each case into clusters. When merged findings brought together a significant number of associations across cases, that merged finding was considered a possible theme. Merged findings were then evaluated for evidence that was available to support the presence of this merged finding across cases. As long as a significant amount of evidence was present

across cases, assertions were made about how the merged findings offered understanding of the quintain.

Trustworthiness

Qualitative researchers focus on the idea of “trustworthiness” in order to reduce the likelihood for misinterpretation of data (Joniak, 1994; Stake, 2006). The components of trustworthiness include (a) Credibility, (b) Transferability, (c) Dependability and (d) Confirmability (Joniak, 1994). Inherently, multiple case study research advances forms of trustworthiness by allowing the researcher to evaluate similarities and contrasts across cases (Baxter & Jack, 2008; Miles et al., 2014).

To advance credibility of the study, I utilized triangulation, peer debriefing and member checking (Joniak, 1994). Triangulation of data through the use of multiple data sources increased trustworthiness by strengthening the construct validity of the study (Yin, 2013). Multiple sources of information built confidence in interpretation of the study’s results (Bogdan & Biklen, 2003). Peer debriefing was utilized through engagement with a colleague to discuss the interpretation of the data and reflexive analysis on the part of the researcher to avoid biases (Charmaz, 2000; Creswell, 2013). Researcher positionality was consistently revisited through the peer debriefing process due to the insider status of the researcher within the professional community being studied. During member checking, the researcher engaged mid-level participants in both review of interview transcripts as well as discussion of the interpretation of data, allowing participants to contribute additional perspectives and in concert with constructivist assumptions (Baxter & Jack, 2008; Creswell, 2013).

Transferability of the study was enhanced through the use of thick, rich description of the cases being examined (Creswell, 2013). Vivid language, action verbs and descriptive quotes were utilized to help the reader be able to understand both context and content offered by the participants. Dependability or consistency of the findings was enhanced through dialogue with peer de-briefers about interpretation of coding. In addition, double coding was utilized through re-coding early transcripts after coding from subsequent transcripts was completed (Baxter & Jack, 2008).

Ethical Considerations

This study was conducted in a manner consistent with the 2014 guidelines for the Institutional Review Board (IRB) at the University of Nebraska-Lincoln. No known risks were present for participants that were any greater than the potential benefit the participants may derive from contributing to the field (Bogdan & Biklen, 2003). While risks present to participants were conceivably low, there are still considerations to keep in mind for the most ethical research possible.

All expectations of participants were outlined in the informed consent document (Appendix B) to assure that expectations were as clear as possible for participants. Confidentiality was upheld in reporting through the use of pseudonyms assigned by the researcher for both institutions and individuals (Miles et al., 2014). To prevent association between departments and universities in the professional community, position titles were edited to more general position titles and department names were also changed. No names were used in contributions to the Director's Journal from the directors involved in the study.

There was potential that participants might have thought that honest disclosure of their engagement or lack of engagement with scholarship in an academic research study may lead to negative professional image. To address that possibility, individual information was not shared among participants on the same campus (Bogdan & Biklen, 2003).

Reporting the Findings

In reporting case study research, there is no established and consistent format that applies to both single or collective case studies (Merriam, 1998). To answer the general question of “How do student affairs administrators in campus activities departments integrate scholarship into practice?” findings are reported framed by Boyer’s (1990) four aspects of scholarship including discovery, application, teaching and integration. As a collective case study, this report offers findings and potential futures for this area of research based on multiple sources of data. Since the goal of qualitative data collection is to saturate the information until no new information is presented, the use of a group of four interview sites and multiple single interviews with campus activities staff members and SSAOs provide ample details for this study.

To portray the participants’ characteristics, the following demographic information were collected about each individual participant:

- Position title
- Position title of supervisor
- Gender
- Marital status
- Age

- Years in the profession
- Supervisory roles (if any)
- Educational background
- Professional association memberships

Chapter 4 reviews findings of the study and presents both within-case and cross-case findings. This chapter presents descriptions of each campus selected for involvement in the study. Through description of resources, organizational structure, stated university mission and other factors, I assist the reader in understanding the context through which each research participant experiences their work life in the campus activities profession. Brief vignettes, quotes and descriptions are used to illustrate the experiences of the campus activities practitioners with a scholar-practitioner approach to their work. Since each university's senior student affairs officer was interviewed, this chapter also presents description of the divisional leader and his or her perspective on the role that scholarship may or may not play in the supervision of the campus activities area.

After, the major findings are presented using a narrative approach. Document analysis and semi-structured interviews combine to afford the researcher to identify within-case themes and, in turn, cross-case themes. Each major theme for the findings is presented along with descriptive narratives using all campuses studied to illustrate each theme.

Chapter 5 revisits literature about scholarship in student affairs to investigate the question of "how do student affairs administrators in campus activities departments integrate scholarship into practice?" This chapter reflects on the findings of the study and presents interpretations about the potential for the scholar-practitioner approach to

campus activities practice as a viable way to further integrate the work of campus activities practitioners into the central university mission of teaching and learning. This chapter outlines possible next steps for considering integration of graduate preparation and professional development, professional associations, and institutions. In addition, the final chapter discusses limitations and areas for future research. To conclude, the findings of this study offer a foundation to revisit the question originally posed by Manning (Jablonski et al., 2006) of whether Boyer's (1990) lens (Boyer, 1990)(Boyer, 1990)(Boyer, 1990)(Boyer, 1990)(Boyer, 1990)could be a way to investigate the place of scholarship within the student affairs profession on a broader scale.

Chapter 4

Presentation of Findings

Introduction

This chapter presents the findings from the completed collective case study. The first section presents an overview of the data collection process and the research questions being investigated. The second section offers an overview of each department including demographic information of the staff members that make up each department, the pseudonyms assigned to each individual and campus, and the findings for each case. Section three summarizes the cross-case analysis.

Overview of Study and Data Collection

This collective case study was conducted through dialogue with members of four campus activities departments and the senior student affairs officers who hold leadership roles in the division of student affairs at each campus. The central research question explored was, “How do student affairs administrators in campus activities departments integrate scholarship into practice?” Using Boyer’s (1990) four frames of scholarship of discovery, teaching, application and integration, this question was investigated through the following sub questions:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?
2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?

3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?
4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Institutions were considered for participation based on review of institutions receiving the “Excellence in Programming” award presented by an activities professional association in the Northeast Region. Institutions were reviewed for (a) staffing size in a campus activities department that included more than one individual; (b) department responsibilities that included more than one area outlined in CAS standards (Council for the Advancement of Standards in Higher Education, 2012) starting with use of the Campus Activities Programming (CAP) standards but adding areas such as Orientation Programs, Student Leadership Programs or Student Union Management; and (c) variety in institutional type including commuter/resident student population. To narrow the list further, priority for selection was given to any institution that also featured recognition of an institution’s campus activities administrators in the awards programs during the same time frame. In addition, the researcher’s home institution was eliminated from consideration. A set of five institutions was identified prior to this research study for possible inclusion as cases, with four institutions being ultimately selected. Table 1 presents demographic information of institutions selected for this study.

Table 1

Institutional Profiles

	New England State	Collins College	Newton University	Flagship University
Undergraduate Enrollment	5,610	3,632	9,525	18,032
Carnegie Classification	Master's S: Master's Colleges and Universities (Small programs)	Master's M: Master's Colleges and Universities (Medium programs)	Master's L: Master's Colleges and Universities (Larger Programs)	RU/VH: Research Universities (Very High Research Activity)
Size and setting	Town: Fringe	Suburb: Large	City: Midsize	Suburb: Large
Population of students living in campus-owned housing	53%	81%	40%	72%
Number of total staff	7	11	9	44
Number of campus activities professionals	4	6	5	10
Senior student affairs leadership	Vice President for Student Affairs Dean of Students	Vice President for Student Affairs/Dean of Students, Associate Dean of Students/Director of Residence Life Associate Dean for Student Life/Director of Student Activities	Vice President for Student Affairs/Dean of Students Associate Dean for Student Life	Vice President for Student Affairs Assistant Vice President for Student Affairs Assistant Vice President/Director of Disability Services Assistant Vice President/Director of Student Activities

Source: National Center for Education Statistics, IPEDS Data Center (2014b); On-campus resident student statistics from U.S. News & World Report College Rankings (2014)

Case Study Methodology

The following summary represents the engagement with the participants and the process for review and coding of data. After completion of each set of interviews on a campus, each interview was played back and the researcher retained notes on overall themes. A step of analysis was started by the researcher at this point to determine the utility of the case in addressing each research question. Basic description of pervasive themes was started at this point. Once the initial description was completed, characteristics for preferences in the next site were identified and scheduling of the next campus visit was completed.

After interviews were transcribed, they were sent to each participant for member checking and invited any elaboration participants believed was needed. After coding was completed and initial review for each site was done, phone conversations with at least one participant at each site were completed to discuss potential themes. In addition, a number of transcripts from each site were debriefed with one of three peer de-briefers. Interview coding was triangulated with documents obtained from each institution including a "Director's Journal" that represented contributions from directors at each site and several memos and pages of field notes.

For this study, data consisted of interview transcripts of 29 one-hour interviews and 14 documents for review at the request of the researcher. These documents include meeting minutes of the Professional Development initiative at New England State University, an overview of material about a collaboration cited as exemplary between campus activities practitioners and faculty at Collins College, documents pertaining to the multi-campus initiatives at Newton University and reports from three recent assessment

initiatives at Flagship University. In addition, the “Director’s Journal” document was developed collaboratively by all directors involved in the study and was utilized in triangulating multi-case findings.

Case 1: New England State University

“New England State University” is a public institution in New England that has achieved significant recognition for excellence for its campus activities programs. After the construction of a brand new student union in 2013, this “Office of Campus Life” realigned its responsibilities and its focus on student engagement into the current department model (Karen, personal communication, July 1, 2014). Table 2 presents information on the staff members in the Office of Campus Life. The department enjoyed the benefit of a group of staff in even the most entry-level positions with more than six years of full-time experience. Department functions included campus activities, orientation, leadership development and student union functions. Professional affiliations were primarily focused around the staff’s connection with NACA, with two of the four department staff as current volunteers in the organization and both the Director and the SSAO having held significant, long-term volunteer positions in the past. Only one staff member identified as having completed a student affairs academic program and the Director spoke frequently about the fact that her program emphasized practice so much that the academic expectation was almost an afterthought.

An experienced Vice President for Student Affairs who has served the institution for over 30 years leads the division of student affairs. Christopher assumed his current leadership role after serving as director of student activities and recruited Jessica to serve

Table 2

New England State University Office of Campus Life

	Position Title	Years in Profession	Supervisor	Professional Association Affiliations	Highest Educational Degree Attained
Jessica	Director	16 -20 years	Christopher, Vice President for Student Affairs	NACA, NASPA, ACUI, NODA	M.S. Educational Leadership
William	Assistant Director	6 – 10 years	Jessica, Director	NACA	M.S. Organizational Management
Karen	Associate Director Student Center/ Activities & Director of New Student Orientation	11-15 years	Jessica, Director	NACA, NODA, NASPA	M.S. Human Development & Family Studies with concentration in College Student Personnel
Jennifer	Assistant Director	6-10 years	Jessica, Director and Karen, Associate Director	NACA	M.S. Organizational Leadership

as director. Both Christopher and Jessica have achieved noteworthy levels of engagement in the campus activities profession in the New England area over many years and brought significant knowledge of professional resources to their staffs.

RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department? Members of the Office of Campus Life staff believed discussion of scholarship and practice to rest almost completely within past dialogue in graduate school classroom context. Staff mentioned graduate courses as the last time this conversation came up; with Karen mentioning it all being left behind once a professional is actively engaged in student affairs practice.

First reactions to the scholar-practitioner conversation elicited discussion from participants about how little connection they felt to scholarship. Jessica quickly disconnected herself from an identity of “scholar” by mentioning her lack of interest in research and her belief that “the reason none of us are more scholarly is because we have a job.” While a few staff cited Karen as the most inclined toward integration of scholarship into her roles with orientation and leadership programs, Karen herself said “I wouldn’t consider myself scholarly.” After further dialogue, Karen then realized that her work in leadership education and orientation programs presented the opportunity to integrate both scholarship and practice. William and Jennifer both mentioned a much more practitioner-oriented focus to their work, but future interests in expanding their involvement.

Both William and Jennifer were actively involved with the division’s professional development initiative, but a review of the group’s most recent meeting minutes indicated the group’s focus to be on organizing steps for the group in its early stages as well as serving as a funding agency to support employees’ off-campus travel. While there was mention of a seminar on student development theory, the remainder of topics of priority to the group were divisional team building, school spirit, mandated Title IX training and cyber bullying. Jessica’s informal evaluation of the committee’s work described it as “thankless,” because of the frequency of criticism about the group’s work. She described that task that both William and Jennifer have taken on as a struggle and seems less than optimistic about the committee’s potential for serving as a vehicle to inspire more integration of scholarship with practice for the division. However, one item from the December meeting minutes indicated the group may be questioning its focus,

“Committee will verify that the departments who indicated their strategic plans include professional development opportunities are in fact professional development opportunities.”

Successes and challenges with integration of the four frames.

Teaching. All staff cited experiences in working with student employees as teaching, especially highlighted by Karen as present in situations where long term relationships with students as staff serve as advisors to student organizations as well as supervisors to student employees over multiple years in college. Karen highlighted Jessica’s work with building managers in the student union as teaching content areas of professionalism, conflict resolution and planning skills as well as her own teaching roles with student orientation staff as they experience “behind the scenes” roles in supporting a program that engages with such a significant amount of campus personnel. The staff engaged in regular training opportunities that they cite as teaching roles including required trainings for leaders of student organizations, student employee trainings, orientation leader trainings and leadership development retreats. While Karen and William had the most direct responsibilities for stand-and-deliver training, the group was regularly asked to instruct workshops for other departments as well. These responsibilities were not treated as unique circumstances or special requests, but a part of doing regular business. Jennifer highlighted this when she said, regarding leadership training, “It’s not really, ‘would you like to present?’ but rather ‘what are you presenting?’”

Discovery. While Jessica quickly identified herself as “not a research person,” she believed that discovery manifested as best practices research in campus activities. She

celebrated the access that online resources provide and had a good deal of intellectual curiosity to read what is available. In addition, all staff interviewed cited the VPSA's work in assessment as a significant foray into the scholarship of discovery whether discussing benchmarking research for revisions to the leadership program or consulting other campuses for work around student retention.

When sharing about a recent political clash on campus over reporting of recent assessment results perceived to be "overstepping" student affairs boundaries, Jessica described her personal commitment to assessment, "This was when I said to Christopher, I'd like to do assessment just on my own. As the director of the department, I want to know." Jennifer also mentioned recent progress in assessment as ways she is gaining confidence around inquiry.

Staff members referred to spending time reading the *Chronicle* or other trade publications when possible, but engagement with published scholarship did not include professional journals. Jessica expressed reluctance to take a directive role in connecting staff with key published scholarship, even as an active reader herself. She said, "I don't want them to feel badly if they can't read the article before our next staff meeting. I don't. Because I know that they're trying to get their stuff done . . . but then where does that leave us?" After discussing key scholarship she has reviewed recently, she mentioned sharing the article with people off campus, including those outside the profession, before sharing it with her staff because she just wanted to talk about it with someone.

Application. Association service was the primary way Jessica, Karen and Jennifer integrate scholarship with their work. Expectations for active volunteer roles with NACA afforded the staff the chance to actively engage with a professional community, learn

about innovative practices and expand their network of professional support. Karen cited the opportunity for reflective practice this association has afforded her through her professional network and a commitment to “pay it forward” to serve as a resource to others. Jessica, Karen and Jennifer and even Christopher, the senior student affairs officer, have held significant leadership positions in NACA. Karen said, “I think I would call it an expectation of the department. I think we all are very invested in NACA and it’s the norm for us.” Conference presentations were the norm as requirements to present are typically tied to association expectations of leaders involved in this association example.

As Jessica outlined her motivations for engagement with associations, she shared that her early professional experiences were in a one-person office. As such, she found a connection in the organization that satisfied more social interests, as she needed a community of those who understood her work. To date, the social ties were still important and Jessica has not pursued other avenues for engagement with other associations.

Integration. The department celebrated student employment as an opportunity for this form of scholarship through teaching students content knowledge about their chosen fields as well as teaching them about leadership, group dynamics, project management and communication. William, Karen and Jennifer all shared intentional steps taken to create the department environment as a venue for the scholarship of integration for students. Clear examples were present in opportunities for graphic design students to learn project management and apply design techniques through marketing roles and opportunities for students interested in education to understand classroom management skills gained through instructing leadership workshops.

Future plans for scholarship in this group were plentiful, but those intentions were truly just intentions. As the director of the department, Jessica expressed a mismatch between her intention for the department's work and what was actually realistic given the workload. Jennifer shared,

It's always in the back of my mind that I should be aware of all the things we're talking about and therefore to do that maybe it's not taking classes but doing additional reading or research. I think about that. But in terms of carrying out have I done that? Not so much. Do I want to be closer to scholar? Yes, but I think I'd be much closer to practitioner.

Jessica reflected on the gap between her intentions and her daily practice. She said, "Obviously, we make time for the things that we're committed to. Maybe I'm not as committed as I want to say that I am."

RQ2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus? While staff cited examples of the ways that they believed scholarship was integrated into practice, the VPSA was not able to cite any examples. When asked, "can you articulate examples from your time in working with campus activities practitioners where you've seen scholarship and practice come together?" His answer was simply, "no."

While Christopher does not hold a terminal degree, he brought a significant amount of connection to the campus activities area after working his way through the ranks at this institution in prior roles in campus activities as well as prior significant, national leadership roles in campus activities professional organizations. With significant longevity in the campus activities profession, he was deeply attuned to changes in the field over time.

Times of change. Christopher firmly believed that transitions in the field will open new opportunities for campus activities practitioners to integrate scholarship and practice. He shared that younger, newer faculty are coming to campus having had experiences as student leaders on campuses and that campus activities practitioners will have less difficulty translating their role with these new faculty leaders. Christopher identified changing trends in graduate preparation programs, noting those with experience in the “more progressive programs” as very capable potential scholar-practitioners in campus activities. He also mentioned the strong opportunity for the future as these new professionals ascend to departmental and divisional leadership roles. He noted changes over time in campus activities through increased quality in *Campus Activities Programming* magazine, citing his own habits of sharing articles from that publication across the division when earlier generations of the publication would have been restricted to articles with more narrow appeal. He described observations about NACA by saying “when I was involved, there was no role whatsoever except for a handful of student affairs people like yourself who had just completed or were working on their Ph.D. and who were moving away from NACA into NASPA or some of the other areas. “

Christopher has provided significant leadership for assessment on campus in the most recent years and has specific expectations of his staff in campus activities for significant contributions in that area. Christopher’s staff made frequent mention of concerns for time and workload when trying to integrate scholarship and practice, describing increased expectations about assessment as requiring significant time. While Christopher acknowledges the heavy workload of this staff, he emphasized that his

priorities in scholarship should not be regarded as additional work by saying, “I don’t want you to stop doing anything. I just want you to have a perspective shift or paradigm shift in terms of how are you doing what you’re doing now.”

Programming as venue for engagement with scholarship. He saw campus activities programming as a meaningful venue for the scholarship of integration. Using one example of a faculty member who taught a course on the Holocaust, he encouraged, “This is how we get our foot in the door . . . when we say we’d like to do a program on the Holocaust.” He asserted that role as needing to be meaningful and reminded faculty, “We’re not going to do this just to help you get the bus for the bus trip.” He described the struggle Jessica is managing with a recent committee appointment:

She’s really struggling with an initiative that is to enhance the academic nature of programming. She was supposed to be working with faculty and she has an advisory board to help do that. That’s a very difficult thing to do with students and student organizations because while they want to do some educational things, they want to do a lot of social things.

While programming was identified as an opportunity for a scholar-practitioner’s work, he identified orientation and leadership programs as this department’s best opportunities, which is in line with views expressed by the department.

RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?

Time and workload. Time and workload concerns were cited by members of this department as formidable obstacles for the integration of scholarship and practice. Christopher described Jessica’s challenges as “working hard to manage the program and going a hundred miles an hour in fighting me on all the things I’m trying to add without

staff and resources and stuff like that.” Both Jessica and Karen discussed perceptions that a more active integration of scholarship would lead to negative impact on life outside of work. In Jessica’s words, “You must be not married, have no family and no life if you could figure out a way to do this.” William identified summer as his main opportunity to review published scholarship and identified his reading pile as a “leisure/work” pile that stays at home. Staff assumptions of scholarship as extra work were in direct contrast to what was articulated by Christopher who said that he’s looking for a paradigm shift on what is already being done and not new initiatives.

Fear stands in the way. Each staff member identified aspects of fear when talking about integrating scholarship into their work as well. Jennifer described the topic as “serious,” Karen called it “threatening” and, even with articulated interest in more scholarly engagement in the future, William said the following:

The whole wall that’s built up around [scholarship] could get broken down. I think giving people the tools to say, ‘Here’s how you would go about it if you want to do those things.’ Because it’s a big leap to take, to say, ‘I want to do that,’ without not really knowing what you are getting into.

Another aspect of fear involved was based in an articulated lack of confidence. Jessica, Karen and Jennifer each shared aspects of scholarly activities that they felt a lack of confidence prevented their engagement including writing, research and presentations. Both Karen and Jessica mentioned a fear of identifying themselves as a “content expert” in publications or at conferences, despite significant experience and advanced degrees.

Disconnect with professional identity. Some staff did not identify scholarship as connected to their roles as administrators who spend significant time with students. Jessica mentioned concern for being judged as not looking busy enough if she were to spend her time reading. William outlined this concern by saying,

I think, in the end, if we did engage in that type of scholarship, that at the very end, the payoff does reach the students, but that middle ground, I feel like, and I could be wrong, but looking ahead to that process, I feel like they would suffer during that process.

This disconnect had promise of being addressed through the divisional professional development initiative, which was a cross-departmental group that had been charged by the Vice President for Student Affairs. Both Jennifer and William were playing active roles in that group tied to both the student affairs division as well as the administrators' union.

Institutional barriers.

Political climate prevents progress. Evidence of a profound divide between the work of academic affairs and faculty and the work of student affairs presented a significant barrier to members of this department pursuing engagement with a scholarly emphasis. The more senior members of the department and the senior student affairs officer were all aligned on the challenges faced in the academic climate. Perceived credibility for programs seemed to tie to the awarding of academic credit, but there were strict lines drawn to prevent connection between student affairs programs and academic credit that, according to Jessica, Christopher and Karen, were not open to being crossed. When asked if the campus would embrace the roles the staff cited they play as teaching, Karen cited "it's just they're so deeply ingrained in the culture that scholarship is faculty's job. We're like the cruise directors and this is our job to just do all that out of classroom stuff. It's extracurricular, not co-curricular."

Members of the staff believed that their department was looked down upon in university culture, stated by Jessica as "a matter of pedigree." Even though Christopher stated a very positive working relationship with the Provost and staff cited frequent

mention of the positive working relationship between the two divisions, staff questioned whether the relationship is indeed mutually supportive and describe the department's place on campus as being basically ignored. This dynamic weighed most heavily on Christopher, Jessica and Karen who echoed Christopher's sentiment that describes the faculty as "tough. Really, really tough." They were perceived, however, as well qualified to fulfill support roles for credit-bearing courses. Jennifer identified some positive impact from outreach to faculty to learn about their goals for their courses when she extended her support. Unfortunately, those positive experiences seem to be restricted to offers of cooperation rather than meaningful collaboration.

Contributions to academic life are support, not partnerships. Engagement between staff members in this department and those teaching credit bearing courses was established as an occasional supporting role at best. Staff members with advanced degrees were not permitted to teach in classroom settings and describe that rule as that they are "not qualified to teach," even in Jessica's case with prior teaching experience. Karen identified this separation as a major stumbling block to achieving excellence in her area as she asks, "how can we partner with first year program? How can we be part of this? It is very much protected. It wouldn't even be entertained an option to be part of it."

Jessica cited regular concerns with assumptions made by faculty about the level of support expected from her staff for their course projects, highlighting one regular engagement with the leader of the faculty governance organization about the frequency with which he directed his students to her to gain help for a class assignment about event planning. Their back and forth dynamic was about when a student arrives at the office declaring, "I have to do an event for my class." Jessica described his students as

unprepared for the conversation. When calling the faculty member, who she described as someone she was friendly with, she described the exchange:

Let me play it out for you. I said, “what the hell are you sending them over here for? What are you teaching in that class? They don’t know [what they are supposed to be doing].” The instructor then said “Well, you have to . . . you’ve got to tell them.” I then said, “No, you need to tell them. You send them here and they are from your class.”

She then mentioned wanting a role of teaching that section if she was going to do the work and they shared a laugh and moved on. She assumed the conversation would repeat next semester and for semesters to come.

Output is most important. Karen recalled a presentation she was asked to make for the president and his cabinet to discuss the leadership program. After what Karen perceived as a very successful presentation with significant potential to contribute to strategic goals for both the university and the program, it was never mentioned again. She said, “They just want to know that we’re doing it. It’s getting done.” Jessica, Karen and Christopher all identified experiences with reporting assessment data as not having the positive potential engagement with the teaching and learning culture they had hoped. Karen described reported student learning gains from one of her leadership programs by saying, “they’re measuring themselves higher at their post-test than their pre-test, but nobody cares to see that. It’s just oh yeah, she’s doing that, that’s great.” Even with orientation programs, Karen described the relationship as output focused when she shared “I think everyone knows that SOAR is happening, they know the program exists, they look at us to take care of it, orient them, and they’ll be fine and then they’re going to come to our classes and then [our office’s part] is done.

RQ4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Supervisor influence is passive, but supportive. Individual influences on this department's ability to integrate scholarship and practice started clearly with supervisors, including Christopher, Jessica and Karen. Leadership support for the integration of scholarship and practice was described as positive, but heavily focused on conference attendance and presentations in one organization. Given the positive regard that all staff have for both Christopher and Jessica, both supervisors were key potential influencers for engagement beyond involvement in one organization or in engagement with all four frames of scholarship. Jennifer highlighted Jessica's important role in encouraging the scholar-practitioner balance. "Really, Jessica is an autonomous leader, if you say you want to try something, she'll go for it. She doesn't necessarily need to see anything in writing, unless there's red flags."

Graduate preparation for practitioners is varied. Graduate program experiences influenced staff members' abilities to integrate scholarship and practice. Three of the four administrators in this department were from graduate programs and new professional opportunities where they were able to obtain strong practical experience, but academic coursework was frequently made to apply for student affairs within other disciplines. With the exception of Karen, the majority of the group studied in programs where independent study had to be used to explore topics in student affairs. Jessica spoke of her program emphasis on the practical experience gained in the graduate assistantship and in

pursuit of academic study, “they took you for the job and fit you in wherever you could be in the classroom.”

While his graduate study was not in student affairs, William spoke of a good fit between his background in organizational management and his role in the department. He described active application of theory to practice in working with student organizations and utilizes his academic resources regularly. Jennifer also studied outside of student affairs, but expressed challenges with being asked to supervise the graduate interns and not being able to engage with them in content-based discussions. She identified this as a gap, yet did not see the gap as negatively influencing her work or that of the graduate interns because of their close ties in common practical experience.

Association influence. At New England State, associations had an influence on the integration of scholarship into practice for most of the Campus Life staff. Jennifer, Karen and William all cited the invitation to write for the trade publication *Campus Activities Programming* as an influence for themselves or their colleagues on the decision to write articles. Jennifer, Karen and Jessica and even Christopher all have had the chance to contribute back to the field through the scholarship of application and the scholarship of integration through conference presentations and volunteer service roles in NACA. Unfortunately, William identified a concern that he has not found a comparable opportunity for his own content in the field, student organizations advising. He said,

I think one of the challenges for me is there’s really no niche for clubs and organizations. I think if there were associations out there or if there were anything that really just at the heart of it were clubs and organizations on campus, I think that’s something that I’d be really into.

Without a true professional home in an association, William lacked access to a venue for engagement with the scholarship of the profession.

Case summary. The four research questions investigated for this case were:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?
2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?
3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?
4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Attempts to integrate scholarship into practice at the department level were described as primarily focused on the scholarship of teaching and the scholarship of integration through student employment, student organization advising and student training workshops. The scholarship of application was primarily centered on engagement with one association as a venue to take campus experiences and share them with the professional community through presentations, professional service and occasional writing opportunities in one association. The group actively disassociated with published scholarship, citing rare examples of professional reading but also naming campus assessment initiatives and “best practices” research as examples of the scholarship of discovery.

The SSAO, Christopher, was unable to cite a strong example of the integration of scholarship and practice coming from this department. While he cited a great deal of work needing to be done in this area, he shared profound optimism for opportunities presented by changing landscapes in both the campus and professional environments. It is clear that he believed in the potential for campus programming to serve as a venue for the scholarship of integration based on his advocacy for faculty and campus activities staff collaboration in the name of student learning.

Cited obstacles to the integration of scholarship and practice were numerous from this group, who shared both individual and institutional obstacles that prevented their active engagement with scholarship. Individual barriers of fear, time and workload were most prevalent, but the most fundamental individual barrier was the significant disconnect with how these practitioners perceive their professional identity. Institutional barriers were also significant at New England State. Boundary lines were clearly drawn between classroom and out-of-classroom contexts for student engagement and staff cited these boundaries as significant obstacles to the evolution of more significant engagement with scholarship. To date, campus activities staff had the majority of their interaction with the formal teaching and learning environment in supporting roles only. This matched campus expectations of these professionals as focused primarily on output and tasks completed.

While association engagement was high in one association for the department, connection was not always based on the association as potential influence for engagement with scholarship. The group of professionals was from a variety of fields of study, but what unified their preparation for the field was an emphasis on practice either at the

graduate or new professional level. Supervisors for this department were described as positive and supportive, but it was clear that the support was responsive to requests made by staff and not as direct. As a practice-oriented leader, Jessica shared of her struggle to find the right approach to integrate scholarship into practice for a group of staff with diverse educational backgrounds and roles on campus.

There was a good amount of interest among the group to do more, but there were significant obstacles for the integration of scholarship and practice for staff in the Office of Campus Life. While there was much work to be done, the Vice President offers some significant optimism for the future for staff in this office to contribute to the teaching and learning environment through more significant engagement with forms of scholarship.

Case 2: Collins College

Collins College is a campus primarily known in the region for its business curriculum (James, personal communication, July 16, 2014). The campus activities department was a comprehensive one, in that it managed multiple areas including Campus Activities Programs, Fraternity and Sorority Advising, Student Leadership Programs, College Union, Community Service Programs and Orientation Programs (Council for the Advancement of Standards in Higher Education, 2012). Content areas of the department were spread through a small number of staff, which dictated specific assignment of a functional area typically to just one person. Table 3 reviews information about those participating in this study. Association affiliations were varied, reflecting the content areas represented within the department's wide variety of responsibilities. Professionals in the department were primarily new professionals, with experienced

leadership from the Associate Dean for Student Life/Director and the Director of Student Life.

Table 3

Collins College: Office of Student Involvement and Leadership

	Position Title	Years in Profession	Supervisor	Professional Association Affiliations	Highest Degree Attained
Barbara	Associate Dean for Student Life/Director	More than 20	Michael, Vice President for Student Affairs	NASPA, ACPA	Ph.D., Higher Education Administration
Laura	Assistant Director	1-5	Barbara, Associate Dean	NASPA, NODA	M.A., Applied Educational Psychology: College Student Development & Counseling
Nancy	Assistant Director and Greek Advisor	1-5 years	Barbara, Associate Dean	AFA	M.A. Industrial and Organizational Psychology
Dionne	Assistant Director	1-5 years	Barbara, Associate Dean	NACA	M.S. Educational Leadership
Benjamin	Program Advisor	1-5 years	Gary, Director of Student Life	ACUI, NACA	M.S. Ed., College Student Personnel
Gary	Director for Student Life	6-10 years	Barbara, Associate Dean	ACUI	M.S. Educational Leadership

This was a time of transition at Collins College, given the arrival of Michael as the new Vice President for Student Affairs less than a year ago. His transition was evolving into the next phase as changes were being put in motion, including key steps

around developing an assessment culture. James also served as a divisional leader and supervised departments other than Student Involvement and Leadership including Residence Life, Health and Counseling and more.

RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department? The arrival of the Vice President for Student Affairs has inspired new conversation about the integration of scholarship and practice at Collins College. Dionne summed it up by saying, “He’s about numbers, and he’s about the why, answering the why. I almost feel like with that leadership, we need to now find the time for [scholarship].”

Barbara, the Associate Dean/Director who holds a doctorate, had a strong engagement with some forms of scholarship and firmly believed that doors will be opened to more campus activities practitioners if they pursued the doctorate. Her approach to her work was more than just the degree, however. She spoke of the need to be assertive about the potential contributions campus activities professionals can offer within the academic community. She highlighted group interactions around events like Convocation where she had to articulate her intended contribution to be more than “just ordering chairs.” As a 20-year veteran in the field of campus activities, she said “many years ago I made the decision not to be offended by those kinds of things anymore . . . when people think we’re just the fun and games folks.” Her assertiveness was also exemplified in being confident enough to be able to mention research that is available on a certain topic being discussed. She highlighted, “[our field] is just not that established a field in their minds. It really is relatively young so we have to make sure to speak about it so people understand it.”

Gary, a mid level manager in the department, cast doubt on staff members' abilities to speak of the scholarship of the field by mentioning, "campus engagement is at the core of our department, but I question how many of our staff actually know the principles of engagement." Gary supported a more assertive approach as well, but emphasized the need for campus activities practitioners to assert the value that knowledge of event planning also brings to a group. He said, "We have to own that role and once we're seen in that role I think it's really important. It's transformational. It makes dreams happen."

The one-credit "First Year Innovation (FYI)" course (pseudonym) was cited by nearly all participants as a stellar example of the integration of scholarship and practice. The program engaged the staff of this department in a variety of roles and forms of scholarship with both positive and negative results. Gary had been the central point of contact for the department over almost three years in developing the program. He shared the feeling of near invisibility in the planning of this program by saying,

I mean they've literally looked at me and said nobody on this campus has ever run programs like this, and I'm like what? We do this everyday, this is what we do, it's [similar to] orientation. Try adding four hundred family members, because can you imagine what Mom and Dad would be like through this process? I think it's just eye opening.

When sharing her experience guiding Gary through the development of his roles with his program, Barbara described, "now that he's been working with them for two years, credibility is very high and I think that they respect what it is that he says now but it took a while to get there."

Successes and challenges with integration of the four frames.

Teaching. Based on the assignment of staff roles and clear priority on teams being assembled to support student-focused functions, it was clear that the department and the institution made being available to students and being “hands on” in their roles a priority. Staff cited their primary venues for teaching as resting with advising student organizations, student employment and one-on-one drop in conversations with students. To adapt a traditional academic metaphor, these professionals believed their classrooms to be the student organizations and employment sites they support and that their office hours were venues for teaching and learning that are equally profound. In describing teaching roles in advising the programming board, Dionne described her experiences.

I think [advising programming board] is my favorite teaching opportunity. I associate teaching with making a connection. Maybe I’m not giving them specific philosophy or theory or practices, but I’m learning about them. Through learning about them, I can teach them different perspectives, and I can teach myself a lot at the same time.

Offering presentations at conferences, whether on campus or off campus for both colleagues and students, was an area of interest of the staff and a frequent activity. They readily accepted this role and enjoyed the chance to share knowledge in this setting. In addition, they also engaged their teaching focus through frequent co-presenting roles with students or former students entering the field. Gary, Nancy and Dionne all mentioned the learning opportunities gained for both co-presenters in this kind of connection, with student learning as the priority.

Discovery. Discussion of Boyer’s frame of discovery emphasized their belief that current engagement in discovery was focused heavily on seeking information on innovative practices as well as engagement with assessment, which is an area fairly new in focus for this department. Gary shared his frustration with spending so much of his

time on discovery of innovative practices, in both his on-campus time but also his association work.

They are presenting what they are doing and the outcomes of what they are doing, that's their presentation. That's what we are seeing. We're literally going [to the convention] to find out what traveling to learn what [another campus] is doing.

While all participants agreed that remaining current with current knowledge in the field is a value in the department, many cite that they are not reading published scholarship regularly. Nancy identified herself as someone most likely to have articles and resources on a variety of topics. However, she also shared the pattern of most of her colleagues when she said that she does not read them. The one active reader, Laura, did not cite regular reading of journals or other scholarly resources either, but she did practice a "discovery" approach to her reading by seeking new knowledge through opinion pieces and blog sites.

One major criticism from the group in this department was the lack of sharing of scholarly content. The Director was hesitant to share published scholarship because she believed staff to not be interested. She mentioned sharing articles as "their least favorite" and that articles must be shared with perfect relevance to the most current issues. Members of the staff agreed that the group was not sharing the right resources, with some critiquing what was shared as being limited in scope and others critiquing missed opportunities for sharing scholarship as linked to professional development retreats and what could be shared after returning home from professional conferences.

Barbara possessed all of the commitment and experience needed to change this, yet she expressed hesitation in actively sharing published content. She cited timing and relevance as two important factors in saying, "sometimes I haven't timed it right and you

can tell. When I've done that people look at me like, 'Yeah, I'm not going to read that.'" Even when talking specifically about innovative practices research, Nancy expressed the negative impact that the lack of sharing content has on her knowledge of the department's work, "I do know that our leadership program did research in benchmarking this year of exploring different models and coming up with what would work here and why but I wouldn't know that until today when I got the finished leadership program information."

Even if a number of staff members were not totally satisfied with their engagement with scholarship of discovery at the moment, many members of this staff noted future intentions toward active involvement in research. Gary and Nancy both cited specific goals of pursuing a doctorate and Gary, Benjamin, Laura, Nancy and Dionne all cited future interest in research and publications. Based on conversations with senior staff at this institution, it is highly likely that support may evolve in this direction in the coming years.

Application. A key opportunity for engagement with the scholarship of application for campus activities professionals exists in work with professional associations. Staff at Collins College with a consistent "core area" like Nancy with fraternity/sorority life and Gary with the student union had clear ties. While some staff noted periodic engagement in that setting, a number of staff members described still being on a search for a "professional home" in a student affairs associations without many examples of application to share.

Integration. Both programming and supervision were seen as venues for the scholarship of integration. Through advising roles with students responsible for programming on their campus, participants were able to articulate ways they integrated

knowledge relating to diversity with the decisions on booking entertainment for the campus. Gary cited his work with supervision of student staff as a vital area for the scholarship of integration. Specifically, he cited time with the supervision of a student intern during the fast-paced renovation of the student union on their campus. Through that supervision relationship, he was able to help the student link his business knowledge with what he was seeing through the renovation project during that one summer.

RQ2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus? The senior student affairs team included Michael as the Vice President for Student Affairs, with James and Barbara as members of the division's leadership team. Michael's professional record was extensive, featuring a career of multiple senior leadership roles at a variety of institutions and a list of academic publications and presentations spanning his career. Even with such achievements, he described himself as heavily emphasizing the practitioner roles in his work. He described his recent experience as earning a "practitioner MBA" and that his current role demands that type of focus from him.

Disconnect in expectations. His current role also framed his expectations for the campus activities department that serves under his leadership. He described the President's expectations as influencing his thinking on the topic of scholarship and practice by describing what he calls "creative tension" around support for student affairs professionals and intellectual pursuits. This hesitant support, compared to support of tenured faculty who make long-term commitment to the institution, was different because of the likely potential for student affairs administrators to move on to new campuses and

new opportunities. Michael understood that potential trade off, but worked to help his President see the potential good that can come from investment in enhancing educational credentials and experience of student affairs practitioners.

Taking Michael's commitment to the scholar-practitioner balance and applying it specifically in campus activities, Michael's clear support grew more complicated. He shared that the institution's expectations of activities practitioners do not have anything to do with intellectual pursuits. He succinctly evaluated this as a priority by saying, "out of the top 10 things that are expected of my folks in that area, scholarship is not going to be in the top 10." James had different assumptions for activities staff and their engagement in scholarship depending on their level of experience in the field. He cited understanding that younger staff had more engagement with professional organizations, rattling through an impressive list of acronyms that represent student affairs associations with involvement from Collins College and an assumption that "I'm sure they're keeping up on the literature that's published." Part of his concern depended on how the staff regards their time right after graduate school and whether the scholar-practitioner blend emphasized in graduate school is left behind in a trade off for an emphasis on practice.

Future plans for change. As a new Vice President at Collins College, Michael had important goals for his campus that will likely influence activities practitioners' integration with scholarship and take engagement from an assumption to a more active reality. He understood the potential disconnect between how professionals in the department defined their current roles and was working to make change in a few areas. For example, he shared plans to highlight staff achievements in this area by "building in reward structure for people that are involved in their profession in intellectual ways, in

presentations, in pursuits in that regard.” He had plans to integrate these priorities into required evaluations and professional development planning. Plans for more active support for the integration of scholarship and practice will also respond to James’ concerns about the prior culture that, as he describes, used to be

an area that was kind of left to each individual . . . with some greater into that than others, whether keeping up on the current research and information, as well as attending professional conferences and workshops and that type of thing.

This trend likely bodes well for the Office of Student Involvement and Leadership, given Michael believes them to be already quite invested in a number of frames of scholarship.

Another future direction for this department may be undefined as Michael recently shifted a staff member out of the career services area for a new assignment focused on assessment. Michael described anticipation of a long-term transition into an assessment culture, describing transition at a previous research-focused institution that took eight years until the campus was “chilled out with it and realizing that it could make their jobs better.”

RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments? Members of the department cited both individual and institutional barriers that prevent their integration of scholarship into campus activities practice.

Time and priorities do not make room for scholarship. The department had been handling responsibilities for another office on campus during a time of staff transition; so expressed concerns over time and workload were not a surprise. All staff, including the SSAOs, expressed concern over time, priority and where scholarship could possibly

integrate into current workload. Barbara's frame around concerns over time and workload sets expectations high as she shared, "you need to understand that this is not just a job, it's a lifestyle. You have to be prepared for that."

Questions around the priority of scholarship in a workload that seems overwhelming to staff were present as part of department culture, and especially with Barbara. She was interested in many possible ways to integrate scholarship into her work, but the question of making it a priority was more of a challenge and she specifically stated needing directive from a supervisor to make it a priority. This was due to her belief that the "publish or perish" culture of the faculty environment did not yet apply in student affairs. Dionne also believed that adding a greater integration of scholarship would require a removal of other task related items.

Lack of reflection in approach. Another individual barrier cited was the approach to campus activities practice taken by the department staff and lack of reflective practice as an approach to work. Barbara mentioned, "I think we just get in the practice of just getting it done and not discussing as much as we should why we're doing it the way that we're doing it." For Laura, Benjamin, Dionne and Gary, any dialogue about the scholar-practitioner in campus activities either happened in graduate school or for the first time at the research interview. Nancy, as the only staff person without a student affairs degree, described preparation for this job she completed in review of student development literature and reflection about this new content area of focus. Gary assessed the skill of his department in the area of discovery by saying:

I would say that type of research we're really good at, but the sitting down and talking about like where our students are today, we just say like oh, this doesn't work, well why? What are the things behind why it doesn't work?

Professional identity does not include scholarship. Another barrier was that members of the staff did not see scholarship as an embedded part of their professional identity in their current positions. Dionne embraced her identity as a pure practitioner, while additionally citing the value of being able to prove her knowledge and that her work is supported by a base of scholarship. Laura explained that she believed the identity of “scholar” or doing something “scholarly” was understood to belong with colleagues under the academic affairs umbrella. She described her interest in pursuing her own future research agenda with excitement, but shared “obviously I cannot be using my work time to be doing it because I have other responsibilities too, so how do I make that work and then . . . am I ready?” Dionne, when asked to assess Barbara’s place on the scholar-practitioner continuum, also implied scholarship to not be connected to professional identity when she said “I don’t know what she does on her down time.”

Institutional barriers. Staff at both the department level and division leadership level cited aspects of institutional type that present perceived barriers to the integration of scholarship and practice. Two leaders from this campus cited educational preparation differently. Michael illustrated the irony of a difficult fit between his student affairs in higher education background and institutional leadership by describing the institution as teacher-oriented and practitioner based, but Barbara noted barriers to engagement with scholarship because her advanced degree was not in accounting.

James expressed concerns about other institutional factors and how those factors influenced engagement with scholarship. He believed the small size of their campus and its residential focus to drive a high expectation for frequent student engagement,

reinforced by Dionne who described institutional expectations of the department to be the “jack of all trades.”

Campus hierarchy influences expectations. Campus expectations and perceived hierarchy also represented a barrier between this staff and active engagement with scholarship. When asked about whether the campus would embrace the idea that department staff members engage in teaching, Barbara said, “My staff regarded as teaching? I think that we fall victim to what a lot of student activities people fall victim to that we’re the “fun and games” folks. Participants from this department reported a range of success in engagement with faculty, citing experiences with the FYI Program and engagement with faculty around the activities of student organizations. Dionne shared one conflict situation with a faculty member regarding the student newspaper. She spoke proudly of successfully navigating that conflict by saying,

That was meaningful to me in that they aren’t untouchable and you can give a learning moment to someone who has a Ph.D. It stinks the way it had to happen, but from then on it’s kind of like, I can talk to anybody now. I can talk to any type of faculty.

Divisional culture was also not framed, at the time, to convey expectations of integration of scholarship with practice. However, it was clear that this barrier would be an area of focus for Michael as the new Vice President. Dionne noted Michael’s choice of an article to read for a recent retreat with questions like, “What? We have homework for this?” Michael also shared his intentions for the division to participate for the first time in history in a day on campus where classes are cancelled for presentation of research.

Department structure presents lack of unified focus. The department had a comprehensive portfolio of program areas, ranging from traditional campus programming functions to the management of a recently renovated student union and the unique

acquisition of the student ID card function. Laura and Nancy both shared difficulties presented in the department culture because of what Nancy described as a “sectored” group where staff are expected to focus on narrowly defined areas of work. Laura shared the disparate focus in the office between operations functions and programming functions. She described a lack of cohesion across the areas with “conversations that are happening that are completely different.”

RQ4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner? Given staff members had interest in the areas of integrating more scholarship into their work, they were looking for guidance from leaders on campus. There were differing forecasts for how well projects relating to a more scholarly focus would be supported if brought into the department, with Dionne saying she believed it would be “absolutely” supported, but both Nancy and Laura believing the contrary. Nancy shared her belief that professional development was not a priority in the office when discussing a conflict with a supervisor about her interest in attending a research conference and funding it from her own money. She was not approved for time off to attend the event, because “the building was supposed to be open and everyone was supposed to be available.” To this day, she still has yet to understand what the more pressing priority was for her attendance at work that day as she spent the day at work “doing nothing.” In contrast, other staff report not being turned down when individual interests were brought forward.

Lack of active supervisor influence. Members of the staff, particularly Laura and Nancy, voiced hope that supervisors would play more of a role in encouraging the

scholar-practitioner balance. Nancy said, “I often wish that we were pushed in that direction because I feel like there’s always that next step of how could you become a better professional. I would love to research but I don’t feel that that’s celebrated here.” Barbara shared her pride in the fact that the group is a group of “go-getters” really interested in learning and that she “doesn’t even have to say [her expectations for engagement with scholarship] out loud very much because they are all so eager to go out and learn.”

Association influence is not strong. A number of staff mentioned struggling to find a professional home in professional organizations, so associations were not having a large influence on engagement with scholarship with this group. In a department with staff responsibilities reassigned every two years or so, they cited a lack of awareness of resources in certain content areas. Benjamin shared his struggle to find scholarship around commuter student engagement, only to learn three years later of a clearinghouse that existed. A few staff also cited concerns that too many staff members might be interested in the same conferences like NASPA or ACPA and therefore be limited in participation. Dionne has had successful engagement with NACA, including significant volunteer roles and writing for publications. However, she cited NACA’s focus on engaging students in association work as potentially comprising a focus on scholarship.

Case summary. The four research questions investigated for this case were:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?

2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?
3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?
4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

The department at Collins College described struggles with how each staff member can pursue individual goals to integrate scholarship and practice, but the arrival of the new Vice President may signal the beginning of an era of change. Engagement with the scholarship of teaching was most significant, emphasized in their work with student organization advising and student employee supervision. In addition, frequent presentations in professional settings with students reflected the scholarship of application, but were also seen as a teaching opportunity where the professional brings the student in to the professional community. Interaction with the scholarship of discovery was fairly limited and employees reported an absence of a climate of sharing of content that would engage the interests of both the department director and the staff. Institutional expectations did not demand the involvement of staff in scholarly pursuits, cited by the Vice President as he discussed the gap between the president's expectations of this staff and his own hopes for increased engagement with scholarship in the division. Current climate in the office was affected by increased responsibilities and perception of

a lack of ability to focus on thoughtful intention behind their work. In addition, staff perceived a lack of a unified focus in the department, given their work was spread through multiple areas of focus ranging from support of student-directed areas like student organizations to staff-directed programs like the orientation program or the management of their new student union. Challenges were intensified by the lack of association influences and lack of supervisor influences on the integration of scholarship into practice. These areas were not negative for all staff, but numerous participants cited the absence of positive influences from both of these areas. While this staff is described as a group of “go-getters,” they were unified in their assessment that achieving their goals around the integration of scholarship and practice would require a number of changes in their current department environment.

Case 3: Newton University

Newton University had a strong track record of involvement and exposure within the campus activities field in the Northeast region with less than half of students who live on campus (U.S. News & World Report, 2014). Located in an urban setting, Newton University offers an experiential learning approach to education and prides itself on preparing students for real-world career success. As regular recipients of numerous “Excellence in Programming” awards, this department was responsible for functions including Campus Activities Programs, Student Leadership Programs and Student Union. Table 4 presents an overview of characteristics of the study participants in the Office of Student Engagement. Five campus activities staff members were interviewed in addition to interviews with two SSAOs and the review of three strategic planning documents of the department and its work in the multi-campus network. Educational background of this

staff was largely focused around student affairs study as applied in either higher education administration or counseling as a field of study, with the exception of the Director with a background in human resources. Association affiliations were strongly centered on NACA through volunteer involvement, with additional memberships in a variety of higher education associations.

Table 4

Newton University Office of Student Engagement

	Position Title	Years in Profession	Supervisor	Professional Association Affiliations	Highest Degree Attained
Zachary	Director	11-15 years	Josh, Associate Dean for Student Life	NASPA, ACPA, NACA, ACUI, AFA	M.A., Human Resource Development
Kelley	Associate Director	6-10 years	Zachary, Director	NACA, NASPA, NCLP	M.S., Higher Education Administration
Erick	Associate Director	11-15 years	Zachary, Director	NACA	M. Ed., Higher Education Administration
Margaret	Assistant Director	1-5 years	Erick, Associate Director	NACA, NASPA	M.S., Counseling in Student Development
Luke	Assistant Director	1 – 5 years	Kelley, Associate Director	ACUI	M.S. Counseling in Higher Education

The Vice President for Student Affairs has served the University for over 30 years at the institution and has recently led divisional restructuring. The Office of Student Engagement has made shifts with distinct potential to foster the integration of scholarship into campus activities practice during the past few years due to individual and institutional influences on their changing work. A new assessment initiative led by the

Associate Dean of Student Life and new directives for integrated work across the multi-campus system afforded some interesting opportunities for analysis of the integration of scholarship and practice.

RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department? Zachary's current role as a doctoral student inspired conversations about scholarship to move more actively to the work in the Office of Student Engagement at Newton University. His leadership style translated into a team-oriented environment, with the bulk of department members using similar language to describe the concept of team and an environment that is focused on both sharing the work and sharing the credit for a job well done. Margaret described the environment as one that is focused on communicating with each other, as a group of "talkers" who aren't afraid to share resources and believe in the department's success.

This department mentioned signature areas of focus as good examples of the scholarship of integration, generating significant staff interest in scholarship and positive collaboration with academic colleagues with a goal of maximizing student learning and professional development. All staff mentioned engagement in two areas. The first was in the connections with faculty in the Event Management academic department through courses in event management and, specifically, concert production. Staff who work in the campus programming frequently taught courses for this academic department and saw a significant tie between this academic department and student staff in Campus Life who support campus events. A second area mentioned by all staff was the area of leadership development. Spearheaded primarily by Kelley but with significant involvement from Zachary and Margaret, goals with leadership education kept this department reading and

working to integrate scholarship and practice. Kelley spoke of her focus in this area as an “easy fit” with scholarship.

Successes and challenges with integration of the four frames.

Teaching. On this campus, boundaries between classroom and the rest of the campus were fluid. At this institution that does not have tenure for faculty, staff were quick to share positive experiences about spending time engaging in teaching environments, both formal and informal. Formal teaching roles were seen in support for a class in concert production sponsored through one academic department, but there was no teaching role with the leadership studies department that offers a leadership minor.

Teaching roles in programs sponsored through the department were highlighted in areas of student organization advising and support roles as well as in student employment. Margaret’s role was focused on support for all student organizations on campus and she was the single campus representative charged with a broad-based responsibility for student organization support. Margaret’s success in framing this role as a potential venue for scholarship, as reinforced by Josh, was centered on building relationships with students over time to make an impact.

I really feel like the relationships that I’m able to build with them is different than Zachary and Kelley, because I build that relationship and we have conversations about how they’re putting their event on. It also comes into, “Oh, I’m having a really difficult issue with my advisor. I’m having issues with this, and what are some ways that I can deal with that?”

Advising roles with students offered this department a venue for teaching. Given the tie with majors offered at this institution in event planning and hospitality, Ian, Kelley and Zachary highlighted that roles in teaching event planning are considered more central to the work of the institution’s teaching focus than may be at different institutions. This

central role was mirrored in the department's relationship with student employees and a priority for Luke in how he approaches his teaching roles. Luke described the value of engagement with the scholarship of application in professional organizations to support his teaching.

We have the same goals and the same mindset of how we can keep student employees and how we can keep them engaged and make sure they're doing their jobs, and how we as supervisors are here as teachers and not parents.

Many areas of the department's work placed staff responsible for required delivery of training presentations, particularly Kelley, Margaret, and Zachary. These presentations ranged from one-time workshops presented around campus for student leaders, workshops facilitated at professional conferences or more long-term leadership education programs where one administrator serves as the instructor for a series of seminars. Each staff member engaged in leadership education approaches their work with strong learning outcomes in place and understanding of leadership models, theories and pedagogy for teaching.

A number of participants cited a positive transition among the faculty over the past few years. Luke shared a positive change with a class that regularly plans concerts and ways that he not only served in teaching roles but established expertise:

The first time they did it with me, they just did it like they did in the past, just came in there and did it. I was, well I want to see this successful, but you didn't meet with me and these things would have gone better if you met with me. The second time, they met with me but it was a last minute thing. The third time, she invited me into her class. She invited me into the room. We all went to the Auditorium together. They got a pre-synopsis of what the room looked like. They brought me in as the manager of the venue and said, "here is the manager. He is the expert. Ask him questions." I had people asking me questions. How big is the room? How tall is it? Can we do this, that and the other thing? It was a lot better than the previous two years.

Discovery. Staff believed in active sharing of knowledge found through the scholarship of discovery. Participants did not cite active reading of professional journals, but mentioned gaining knowledge through professional magazines published by ACUI and NACA as well as finding resources through social media. When discussing why he stays away from academic journals, Erick described his challenges by saying “If it’s dry, I find I don’t have time for it.” Luke described his use of social media for discovery as linked to role models he chooses to follow on Twitter. He said, “if there’s people I think highly of and they tweet an article, I’ll be more likely to read it.”

Zachary tried to integrate group reading into regular activities of the staff, with limited success. He chose a book for a group read before over the summer that staff described as “scary” and Zachary himself shared the reaction from the group as, “I’m trying to find some time to relax this summer and you want me to read a book.” He noted his own realization about the choices of material to share as group reading that the selections need to be brief, relevant and easily implemented in the work of the majority of the department. It is important to note that the support staff was very much integrated in this group’s concept of team, so the choices for relevant professional reading needed to apply to not only the campus activities practitioner.

Application. Through significant leadership roles in professional organizations by Lewis, Erick, Zachary and Kelley, it was clear that the department environment and institutional culture supported the idea that professional organizations offered opportunities for engagement with the scholarship of application. Josh described conference presentations as one of his most valued roles the group can play in professional organizations and Kelley also emphasized those experiences.

That support translated into supervision philosophy demonstrated by Zachary, as both Erick and Kelley described his encouragement to consider more challenging engagement as playing an important role for them to expand their thinking. Kelley's experience as a presenter for a professional conference offered a good example where she was meeting requirements of her professional service roles to present workshops. Her previous topics were focused on introductory event planning sessions for new student programmers. With Zachary's encouragement, she submitted more challenging topics and had one accepted this past year. She said, "I did a session last year on women in higher education and I felt like I needed to include some of the . . . stuff I learned in grad school. I had to go back and reread everything because I didn't remember."

The knowledge sharing culture in the office also applied to professional association engagement. Luke and Zachary highlighted the value placed on sharing knowledge from professional organization experiences and application to work in the office. Luke highlighted its particular relevance to sharing knowledge gained from ACUI and NACA applied in student leadership education settings and Zachary requires staff to define intended objectives for engaging in professional conferences and specific goals for applying knowledge in order to justify institutional expenses. Erick also emphasized the importance of sharing knowledge, but the need for the department to share outside the department as well. He said, "[we have to] make sure that when there is a forum to share that knowledge, it is shared and we're not silent."

Integration. Erick actively celebrated the unique role this department plays by sharing roles that members of the department can play in opportunities for integration. He used an example, "it's also showing that we may or may not be the experts on gender

equity for example; but we know when there is an issue with equity. We know how to address it and we're not afraid to do that.”

RQ 2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus? Lewis has spent a long-term career in student affairs and has served as the Vice President for Student Affairs for over 30 years at this institution. Recently, divisional restructuring placed Josh, the Assistant Vice President, as the division leader directly supervising the Office of Student Engagement. As a result, both leaders shared their thoughts on the role of scholarship in campus activities practice from a leadership and supervisory perspective.

Educators first. Lewis described the campus environment as one that fully embraces the educational role played by the staff in this department. He credited the lack of tenure on campus for the ability for staff to engage well in the academic environment. When he described the approach to work in the office as purposeful in its support for students, it was clear that this department was a source of pride for Lewis as he described the transition the department, and the campus, has made in recent years in engagement between students, the department and the academic community:

They have adapted [scholarship] in so many different arenas, whether they're co-teaching in the classroom, whether they're bringing faculty into the experiential realm of the discovery that's taking place is that there is not a separation between the classroom and the out of classroom experience that they're very, very much intertwined, very relevant, and the whole concept of holistic education I think is surrounding just that captivation.

Campus activities practice has also undergone transition. Lewis spoke of a departure from a previous model he called “social,” with a strong focus on programming, to make room for a model that engages student organizations as “becoming are far more

embroiled in legislative and critical issues that are facing students.” He celebrated the department’s progress by saying,

It is incredible to take a look at how we’ve moved to very clearly now away from the whole sense of developing them as good programmers. That’s certainly one aspect but the degree in which now we have this accountability model in place it’s equally important for them to be part of this.

Assessment promotes engagement with scholarship. Assessment initiatives in the division have inspired new areas of focus and new expectations for the office, all offering potential for the integration between scholarship and practice. Josh had been assigned this role on a divisional level as part of his position description and played a leadership role in this area not only for this campus but also for the other regional campuses that are part of this university. He described his expectation for engagement with assessment as a way to tell the story of this department’s work and also articulated his hope that the department will begin publishing about the work that they do. His priorities mirrored the transition in campus activities described by Lewis when he said,

I’ll be honest. I don’t care how many people came to your movie night. If 100 people came or 2 people came, it doesn’t matter unless you can demonstrate that they’re different, better because of it. You can empirically show me - quantitative or qualitative. You can show me how they’re different - how they’re applying what they’ve learned.

Both Josh and Lewis shared the priority on this department being able to share evidence of how important their work is, by showing the value of that experience to students both in current context and after graduation. Josh saw opportunities in some of the same venues cited by the staff for engagement in scholarship including the support for student organizations, especially those with academic focus, student employment and ties with academic departments that value event planning as pre-professional learning opportunities in their chosen fields.

Associations are key for a scholar-practitioner. Lewis enacted his strong responsibility to advocate for campus activities practitioners' engagement with professional communities and role models this engagement by serving as the national president for a major professional organization himself. He believed this department to have significant engagement in the campus activities professional community already and referred to them as "forerunners" in this area of his expectations for his staff.

His additional expectations shared were for regular consumption of published content about the field. When asked his thoughts on staff perceptions of professional reading as something they do not have much time for, he shared, "I can always understand people not having time to read fiction . . . but to me there's no reason whatsoever. It should not picking up trade publication and something relevant whether in text form. . . . It's just so important to your own development and what you're sharing as a professional."

RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments? Even with positive progress in this juncture of the department's work, this group of professionals still encountered both individual and institutional barriers to developing an identity as a scholar-practitioner.

No clear connection to scholarship outside of graduate school. One key individual barrier was expressed by Kelley and reinforced in more indirect ways by others was that some staff did not see the clear connection between identity as a campus activities practitioner and any connection to scholarship other than Zachary's work in the doctoral program. Even after review of Boyer's (1990) frames of scholarship, it was a

challenging connection for many to express in the interview. Zachary's frustration with the lack of research available related to campus activities influenced his educational pursuits, even mentioning limitations of student engagement research and his belief that campus activities is not well served by existing literature. Kelley attributed this to a lack of a "research mindset" among campus activities practitioners that she believes people in other areas of higher education may possess. When discussing professional organizations and their role in offering opportunities to engage with the scholarship of the profession she said, "I'm not sure if people would sign up for that even or apply for it because I don't think that people in campus activities think that they can or would want to or should be doing that." Zachary highlighted the tie between embracing the current priorities around assessment and the benefits of integrating scholarship into practice. He said, "if people had a better research orientation, along with greater knowledge, they might not use assessment tools that might not put them in the best direction for their assessment."

Fear as a barrier to engagement with scholarship. Members of this department expressed sentiments of fear relating to scholarship in a number of ways. Josh, Margaret, Zachary and Kelley quickly anticipated fear as the first reaction to hypothetical scenarios of increased expectations around the scholarship of discovery for the department. When probed for reasons why fear might be a prevalent reaction, Josh said it was "fear that it's complicated. Fear that it's not worth it. Fear that it's going to get rejected." Luckily, it was coupled with levels of optimism from the same people about the team's ability to take on these challenges. Kelley emphasized the importance of research experience to dispel fear by saying, "I think the word research sounds scarier than the actual project and

probably once we talk through it and came out with action steps it would be much more manageable.”

Luke, who expressed concerns from a new professional’s perspective, did not share this level of confidence. His expectations were ambitious, as he was concerned for his abilities to write something that makes a person go “wow . . . ” As he transitions into more confidence in his own capabilities on campus, he described a mindset that was shared by Erick of the specific need for campus activities practitioners, even more so than typical challenges to student affairs overall, to value themselves more and to have more confidence in their abilities to complete responsibilities that have been entrusted in their care.

Perceived limits of time and priorities. Perception of available time was another individual obstacle that prevented these professionals from integrating scholarship into their work. While concern with managing multiple priorities was mentioned by many staff members, the most profound thread was trying to find balance in work and the rest of life when so many things are all important. Luke, Margaret, Kelley and Zachary all shared concerns with making decisions to pursue active roles in professional organizations and trade-offs that may be required with family and possible compromises in their jobs. Kelley continued to reinforce her concerns about the disconnect between scholarly pursuits and her job on campus when she mentioned already making time for significant volunteer roles in professional organizations and a concern that she “doesn’t want to risk her job suffering if she takes time out for more.”

Skill development needed. Necessary skill development was another individual barrier preventing progress in this area. Zachary identified needed training in IRB

processes that may be required for his staff to become more engaged. Kelley knew her role with scholarship was potentially positive, but Zachary's advice of "just go find an article" reminded her that brushing up on navigating library resources may be helpful. Along the same lines, Luke shared that mentoring and support would be crucial in attempting original research and writing for publication and said, "then it becomes part of what we do, and it's no different from turning in any annual report."

RQ 4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Leadership support is crucial. Leaders for this department were clearly encouraging a transition in focus, through new emphasis on assessment as well as engagement in other areas of scholarship. Zachary's encouragement of his staff to explore more challenging presentation topics and to spend time examining the scholarship of the field, particularly in the area of leadership education, was setting a trend for work in all facets of the department to progress. In addition, it was clear that Zachary was receiving encouragement from supervisors as well.

Leaders of our division are really encouraging [our department] to be the leaders when it comes to assessment work and use of student learning outcomes. We're finding that we're demonstrating that a lot more than our academic colleagues. It's interesting to see that change now.

Kelley, as another supervisor in the department, was following a similar area of emphasis with Luke. He commented on the influence her supervision was having on his place on a scholar-practitioner continuum, "yeah, if I had somebody else as a supervisor, like maybe a former supervisor I had, I'd probably be sitting there like, 'I'm okay with being 80/20 or 75/25 scholar to practitioner.' She's pushing me to do the 50/50 and get

that on the other side of the scale. That's something I don't mind. I feel like the way she does it makes me go, 'oh, yeah. I can do this too.'"

The opportunity to share holistic perspective on student learning, rather than specific learning in content areas, offered desirable outcomes for this institution and the Office of Student Engagement was seen as one place to explore that opportunity. Zachary noted the potential this offered to change the focus of his department by saying, "if we get to a point where we can strengthen this identity as assessment practitioners . . . then maybe it'll be a little bit easier for people to look at themselves as scholar-practitioners because really all that is just taking the assessment through a framework of a scholarly approach. "

Institutional type has influence. The multiple campus network afforded to practitioners at this institution presented a unique opportunity for influencing the integration of scholarship. Members of this department and their supervisors accepted leadership roles in the current focus of aligning work across campuses toward common outcomes and assessment efforts to document the impact of their work. Zachary, Erick and Kelley all led future-oriented, collaborative work with potential to influence the department's integration of scholarship. Margaret described the opportunity this multi-campus setup presents by calling it "our very own network within our institution." As Zachary highlighted, the potential for collaborative research and change in institutional culture was quite unique.

Less hierarchy builds connections. The lack of a traditional tenure process also illustrated the unique nature of this institution. Lewis stated:

As I said there's no promotion and tenure. They don't have this hierarchy or snobbery. I say that with all due respect believe me. There is not a second-class

citizenry in our institution. I know of it, certainly I've experienced it as well, but there seems to be as I said a very level playing field. So faculty are far more willing to participate and I see that consistently regardless of what we do.

While others talked about the positive engagement between faculty and their department, only Lewis made the specific suggestion of the causal relationship between lack of tenure and a positive climate. Kelley focused more on the unique curriculum of the institution; highlighting the fact that faculty have all been practitioners in the past so they have a more willing intent to support what their office needs. Josh described the institution's specific changes in their public relations materials that no longer highlight the "career preparation" focus of the institution. However, he described,

We've never lost that element of our identity. We do have a really deliberate career skill-building curriculum that's not going to go away ever. Even as our arts and sciences college grows, where we're growing is still targeted towards just their careers. That will always be part of our DNA, I think.

Despite this positive influence from institutional character, there was still far to go. Josh described the likely campus culture's perspective on this department's role in the teaching and learning process as, "mostly ignored by the campus with some notable pockets of exception." Even with positive acknowledgement of the department's role in leadership education, Kelley described a leadership minor available to students on campus that still lacks connection to their department's work to the point that she was not even knowledgeable of a resource person to contact. Zachary noted positive progress and that his staff may be seen as teaching, but not "in the respected way." However, he summarized the positive progress in institutional culture by saying, "Faculty are more invested in the students, so there are student engagement-minded faculty that believe in the co-curricular, the extra curricular . . . they acknowledge that existence." Based on the concerted effort toward student engagement and assessment as well as the collaborative

culture being supported, this team was optimistic that their work will take the next step in its evolution toward integrating scholarship and practice.

Case summary. The four research questions investigated for this case were:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?
2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?
3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?
4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

The absence of tenure at this university made this case a unique study of the idea of a scholarly community, as does the multi-campus network and how that may or may not influence this department's work. In this campus setting, this group integrated scholarship into practice primarily through how strongly they embrace their role as educators, with high engagement with the scholarship of teaching. The lack of boundaries between classroom and out of classroom life at this university helped members of this staff also understand the priorities of faculty and see themselves as true partners in the changing dynamic of teaching and learning at this university. Active sharing of published scholarship in this department was primarily centered on the leadership education area,

with this department also struggling with ways to engage in group reading of identified content. The scholarship of application was largely centered on the divisional focus on assessment, as the divisional leadership actively directs this department culture toward an inquiry-based mindset. The SSAOs interviewed also viewed these professionals as educators with strong priority on engagement with the scholarship of application in the professional association environment. Even with strong support from the SSAO, perceptions of limits to full engagement with scholarship were still a factor.

These staff members rarely connected their professional identity as one described as scholar-practitioner in focus and frequently made connections between scholarship and the focus a practitioner may have while in graduate school. When speaking of present-day work in their office, there was a significant amount of fear associated with the discussion of scholarship. Time and priorities were a factor, with concern about skill level to engage with scholarship at the forefront. Supervisors were cited as offering significant influence on the engagement with scholarship. Additional influences were seen in the institutional type and the absence of hierarchy in campus culture.

Case 4: Flagship University

As a large research institution, “*Flagship University*” is also well known in the region for a spirited campus life largely built around athletics and other community building activities. The campus activities staff is a large group with highly specialized functions. The office structure is broken into four distinct offices including Community Outreach, Leadership and Student Involvement, Student Activities Business Office and the Student Programming Office. Seven administrators who identified as campus activities professionals were interviewed out of a staff that totals over 40. The Vice

President for Student Affairs was also interviewed as the SSAO representative in this study. In addition, the researcher reviewed assessment reports from three most recent learning-centered initiatives. Each participant brought over six years of full-time experience in the profession and educational background largely focused in student affairs, counseling or higher education. Professional affiliations were broad, with noted exception mentioned by the staff in the Student Programming office of their affiliation with NACA after a longstanding tradition of leadership and significant involvement from a recently retired Associate Director who served before the current administrator in that position.

The Vice President for Student Affairs leads the division, with a leadership team that included the Assistant Vice President/Director that leads the Student Activities department. An Associate Director supervises each program office and an Assistant Vice President/Director supervises the department. The department includes over 40 staff, when including all support staff, business office staff and graduate assistants, and the scope of work in this office includes support for nearly 600 registered student

Table 5

Flagship University Office of Student Activities

	Position Title	Years in Profession	Supervisor	Professional Association Affiliations	Highest Degree Attained
Erika	Assistant Vice President/Director of Student Activities	20+ years	John, Vice President	NASPA, ACPA	Ph.D., Education
Shelby	Associate Director, Student Programming	11-15 years	Erika, Assistant Vice President/Director	NACA, NASPA	M.S. College Student Development

Alanna	Coordinator, Student Programming	6-10 years	Shelby, Associate Director Student Programming	NACA	M.S. Counseling: Student Development in Higher Education
Richard	Associate Director, Leadership Education	16-20 years	Erika, Assistant Vice President/Director	NASPA, ACPA, AEEE	Ph.D. Higher Education Administration
Maria	Coordinator, Leadership Education	6-10 years	Richard, Associate Director Leadership Education	NASPA, ACPA	M.Ed., Higher Education Administration
Sarah	Coordinator, Student Involvement	6-10 years	Richard, Associate Director Leadership Education	ACUI, NACA	M.A., Student Personnel Services
Susan	Associate Director, Community Engagement	6 – 10 years	Erika, Assistant Vice President/Director	NASW, Campus Compact	M.S.W.

Note. Position titles were edited to enhance confidentiality.

organizations and coordination for required Title IX training activities for the leaders and members of each group. The office areas tied together based on a student leadership emphasis, whether directly applied through student leadership education or indirectly applied through the roles that students play in the work of the department. While all of their tasks, office cultures and goals may be different, it was clear that they have worked hard to establish a common regard for the opportunities that work within the department may present for maximum student engagement. Susan, Director of Community Engagement, described her common response to questions about why her area is within a student activities department structure:

A lot of the staff here say, “we could see that [it might work in other divisions] but really what makes our program so strong and so big in the community and on campus is that we run a student leadership model.”

RQ1: How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department? Philosophically, the predominant culture of this department emphasized a balance between scholarship and practice and saw fit with their roles on campus as well as their own growth as professionals. Michelle said, “I think as a scholar-practitioner it’s important to figure out what theories are out there and what are we actually teaching our students . . . and having that actually grounded in academic research as opposed to ‘it’s just fun to do.’”

The Director, Erika, perceived her role to facilitate support for staff to integrate scholarship into campus activities practice and it was clear that her identity as a scholar-practitioner was established. As a twenty-year veteran in campus activities practice with a doctorate, she made this role a priority as she shared, “in my role as director, I think of about how I can create systems where my staff can be scholar-practitioners without having the degree . . . so you could be a scholar-practitioner without a doctorate.”

Successes and challenges with integration of the four frames.

Teaching. This department shared deep involvement with the scholarship of teaching on a daily basis, both in traditional settings of classroom teaching roles as well as more unstructured teaching with students as advisors to student groups, leadership educators and program planners. Alanna highlighted this approach by saying, “I think that is a part of the way we do business. We take everything from the teaching perspective and the learning perspective for us and our students.” The Director, Erika, emphasized this area as well as someone who has studied education all of her life and truly believed in a broad definition of what constitutes an educational opportunity.

Members of the department served in teaching roles in a variety of ways. Staff members in all offices in the department were instructors of record for credit-bearing, interdisciplinary courses that were content courses in leadership as well as traditional first year experience (FYE) courses that support student transition to the college environment. Erika also served as an adjunct faculty member in the student affairs graduate program, and does so by her own interest as well as a directed expectation in her job description. Members of the department described other ways they play more supporting roles to credit-bearing courses in academic departments. Richard shared information about a “futures” program that his office coordinates, connecting with academic departments to plan leadership development series for future leaders in different professions (e.g., future pharmacists, future teachers, etc.). Susan, Director of Community Engagement, also highlighted the department’s frequent support of research at both the graduate and undergraduate level. Members of the department truly believed that their everyday work represents engagement with the scholarship of teaching.

Student organization advising represented another venue for teaching in this department, but in a unique way that ties into campus climate. Participants focused on the differences among advising roles within the department, with special attention to dynamics that are unique to the institution. Maria highlighted comparisons across different offices by saying, “I think that it can be pretty hard to compare in the way the programs office advises to how community outreach advises student leaders because they both do it very differently.” When discussing the role that teaching played in advising student organizations, she described that experience by saying, “it sort of has to depend on the project that students or colleagues are engaging in and whether I can allow them to

learn through the process of failure.” Erika highlighted the philosophical conflicts in their roles when advising student organizations, specifically in event planning, in this department. She shared, “Customer service sometimes conflicts with learning. For example, sometimes the best we can do is cancel programs, but sometimes there is no way we’re doing that because politically or whatever it’s untenable. I have to reconcile that in my head.”

When asked about campus culture and its potential regard for the teaching role that this department plays for students, responses were varied across the department. Sarah highlighted campus awareness of the fact that their programs exist, but little awareness of what actually happens to support the work of student organizations to understand it as teaching. Erika believed that they have yet to apply a teaching role in the campus programming area when compared to the functions of community outreach and leadership.

Members of this department were frequently engaged in presentations on campus as well, with Michelle describing their office as the “hub of training” for students on campus. Professionals in the leadership area in particular were involved in a frequent number of lectures and facilitate regular leadership workshops for students involved in their semester or yearlong programs. To manage the significant demand of these workshops, the department utilized both staff and experienced students to implement the trainings. Michelle shared,

I think we spend a lot of time training those students who love the programs how to do that effectively. How to not only manage their goals but how to work with other people. There’s a lot of leadership training that happens through our office. I think staff are constantly doing trainings with students.

Discovery. The department was also divided, largely across office boundaries, when describing their integration of discovery into their work. For those that shared regular reading of scholarship, *About Campus*, *Campus Activities Programming*, *The Economist* and *The Atlantic* were the most popular published scholarship that many were reading regularly and not academic journals.

When discussing sharing of scholarship within the department, there were limited examples of successful engagement illustrated by Shelby with the following description, “if another colleague from the division comes over, they might refer to an article as ‘read this.’ Then comes the eye rolling.” Susan described recently finding resources available through ACUI for the first time on a program she had been working to build and her concern that it had been there all along without her knowledge, accessible through the department membership. For her, this was an indicator of a gap in internal sharing of content.

There was limited external sharing of the work being done at Flagship in the Student Activities office. Alanna reminded the researcher that sharing their work can happen in many ways. “Just because we’re not publishing doesn’t mean we’re not sharing.” She then listed a number of social media platforms through which she regularly shares her work in campus activities. Richard shared future plans in the publications area when describing the extensive work being done in the leadership office to collect data. When asked if he was sharing this with the external community, he said, “No. We haven’t yet. I’ll say ‘yet’ only because I don’t know that we’re at a place where we have enough data to do so that we could really comfortably form any conclusions and throw it

out there.” There were two projects in development by Erika that were, as she defined them, “full-blown, IRB approved research studies.”

Application. Members of the department shared their interests in magazine-style publications like *About Campus*, *Programming*, *The Economist* and *The Atlantic* but one unique factor was that regular review of this content was being applied to make programming decisions, particularly in the leadership area. The Community Engagement office adopted a book as the foundation for how the department is structured and Susan highlighted regular discussion of this book as a priority for her moving forward as she establishes herself in her role as associate director. Richard shared an example of the scholarship of application in his office’s work with planning their leadership speaker series. This curriculum development was sometimes grounded in academic scholarship, but was frequently focused on the content offered in publications like *The Atlantic* with an eye toward exposing students to the most current content that will be relevant for leaders of the future.

Work within professional associations has not been a focus for this department. Erika and Richard both shared their decisions to place their focus on campus rather than delving deeply into work with a particular professional association. Shelby expressed concern that current affiliation in the office with NACA was not meeting her needs as she was moving toward management roles and Susan shared that members of her staff were not members of higher education organizations because of their affiliation with organizations more grounded in the content areas for social issues that they address in their work. Susan’s staff also found difficulty with higher education organizations that all

offer conferences during the peak season for the alternative break programs that her office sponsors. Michelle echoed this lack of fit when she shared,

One of the reasons why I haven't actually gotten myself involved in NACA or ACUI is because I haven't seen the value in it as a professional. I think it's a great opportunity for us to bring students to and I know that we do that but I've never seen them as professional development conferences, but I've also never been so my understanding could be totally wrong.

Shelby lacked confidence in the association between the scholarship of application and engagement with NACA as venue to accomplish it. She said, "maybe NACA isn't the table for this. Maybe NACA is the table for us for the fun and the games, the camaraderie and the look of everything. There's another organization that should gulp this up." Michelle and Shelby both struggled to see the value of professional associations to their work. When speaking of engagement with professional organizations, Michelle said, "I think I understand the value of doing it I just don't think it's as high on my value list as some of the other stuff."

Integration. Members of this department viewed programming as a venue for the scholarship of integration, but this approach was most prevalent in the leadership and community engagement areas. Maria shared the habits of the department to review popular scholarship and to then sponsor programs that match current issues. However, regard for programming in this context was not consistent across the department. Maria shared her belief that she is not afforded the same opportunities to view programming in this way because she is "tethered" to the groups she advises for part of her job. In contrast, Shelby saw student organization advising as promoting integration by offering regular opportunity for discussions with students and helping them make meaning of things that happen in all parts of their own lives. Susan highlighted her area's approach to their

special events and lectures as an opportunity to connect their student participants with what she defines as “academic content that will enrich their experience.”

Recently, the office took on the responsibility for mandatory sexual assault awareness programs for the leaders and members of the university’s nearly 600 student organizations. A number of staff cited this function as an example of frequent teaching roles played by multiple members of the department, but Erika shared the significant curriculum development process that the group pursued and identified a broad range of staff that was part of the design, implementation and assessment process. She shared her considerations for how to approach this task as, “[I considered] what is the best way to engage them so they are involved in the topic? Are all my staff experts in learning theory? Of course not, but what they brought to the table was common sense. I could apply the language of the learning theory to the task at hand.”

Future plans. There was significant interest among this group in being more engaged with scholarship and department leaders with a strong belief of the connection between scholarship and practice in campus activities. Michelle highlighted this as an area that would be in the departments’ best interests, “I think it’s really in the department’s interest for us to be doing some more research because we have a lot to contribute to the fact that we’re a research I institution and I don’t think . . . I mean we’re not required to do any of that but I think people would be surprised to know the learning that’s taking place here or what we can contribute.” Maria expressed future interest in the area of more formal teaching after getting the opportunity to teach a course at this campus for the first time and Michelle mentioned her interests in writing articles about projects she has recently completed.

RQ2: How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus? The Vice President for Student Affairs had been at this institution for just under a year. During the early stages of his time on campus, it was clear that establishing a community that emphasizes scholarship is on his list of priorities for the division and, in turn, for Student Activities. He had plans to shift emphasis in his culture to a much more intentional focus and has plans to inspire change in this area specifically, “my view is there are many areas within the division of student affairs and none any more prominent than Student Activities where we would be much more intentional and much more active in establishing that kind of culture.”

Programming is disconnected from scholarship. As he began to implement steps to realize his vision for the next phase of growth for student affairs on campus, he shared specific plans that will affect the integration of scholarship and practice for the Student Activities department. John described,

What Erika and I have talked a lot about, because we do share this value, is the fact that we see that playing out effectively in our leadership programming. We see that playing out effectively and in a very enriched way in our community engagement programs. We also talked about the fact that it’s not playing out to the same degree and to a satisfactory level with our educational efforts and the cultural centers and in the general programming office, which you mentioned.

While he was appreciative of the “rich programming” coming forward from these areas, it was clear that he had expectations for change in the approach to the integration of scholarship and practice for Student Activities. He described his search for a thoughtful approach to practice he calls a “habit of mind” for how campus activities staff members engage with students.

He agreed that there were some unique aspects of culture in the activities functional area that may not be present in other parts of his division. He said,

If you take an activities job, you're signing on for a job that seems limitless with expectations about your availability. Yet if you work in the health center or if you work in career services, it's not to that extent. The organizational norms are very different. I really think that that's part of it.

John took the concerns shared by others to heart when discussing concerns over workload. He described unique concerns about campus activities staff when sharing, "when I say these people are really busy . . . the effort they put in is huge. Then it comes down to how do they want to spend their free time. I think there is a culture and it's nuanced even within the division of student affairs."

Change in demeanor is needed. John strongly asserted the role that campus activities practitioners can play in the educational process. His solution to how to overcome perceptions of campus activities practice as sideline to the educational process was straightforward,

I think we just, in our field, have to insist. It's as simple as this, because learning happens on both sides of the classroom door and because we are the experts in these areas, we will drive the educational agenda. We're open to talk about it. We're not defensive and we'd love to partner. Frankly, my view is the faculty is not qualified in most cases to judge what we should be doing in activities or necessarily in the career center or in residential life. I just think we have to be clear. If our work is excellent, it gives us the credibility on which we can make those assertions.

When discussing his division and the increase in focus on assessment as a form of engagement with scholarship, he emphasized the unique role that data plays in encouraging financial support for programs.

I know people want to support winning programs. They don't want to fix problems when they're giving to the university. From a very practical standpoint and in support of that, we need to have this culture of assessment and scholarship implemented daily in various aspects of our work.

RQ3: How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments? Even some of the most seasoned members of the department cited barriers, both individual and institutional, and an overall struggle to embrace scholarship as a part of their professional identity. Alanna, Richard and Erika all cited the ways the department may embrace scholarship in their daily work, but not acknowledge their conscious use of these frames. For some, the fact that staff members brought a range of academic backgrounds from fields other than higher education to their roles was perceived as a possible obstacle to unified scholarship. In addition, those with backgrounds in higher education, like Michelle, have adapted their individual priorities in light of the larger group's mixed willingness to engage with content.

Time and priorities. The familiar concern of making time and priority for scholarship was present with nearly every staff member across this large department, including expressed concerns for time from the Vice President as well in his discussion of the department's capacity. Michelle, Richard, Maria and Shelby spoke in detail about concerns around time and priorities. Shelby highlighted a gap between intent and practice in the department. She believed that there is a clear message that keeping current and utilizing scholarship is important, but that the priority on the individual actually taking the approach in their work does not come through as strong. In contrast, Richard's struggles as the associate director in the leadership area were described as more of an overwhelming task to sort through the numerous ideas and potential for study that his area presents. Richard's overwhelming interest in so many projects was not reflected throughout the department. A response of "hell no" from Shelby when asked about

research interest was a clear statement, but additional statements about the group were shared by Alanna, also in the Student Programming Office, when describing her attempt to use an article to foster dialogue about risk management. Her question of “what did you think?” was only met with blank looks and diverted eye contact, which quickly changed when she added the origin of the article as coming from Erika.

Another concern in this area was the lack of time and priority on reflection and thoughtful consideration of practice in their work habits, highlighted by Maria and Richard. Maria mentioned that reflection was compromised by a priority on output and execution of events, meetings and programs. Richard identified his challenges to make assessment more closely aligned with the scholarship of application when he described,

The data on the sheet and on the tables and the pie charts, whatever it is, are great, but it’s got to go beyond that, and I think we don’t have time to do any of it, to think about what does this mean, how does it inform not just our practice here necessarily but are there broader implications beyond Flagship University for some of what we’re doing?

When discussing the wide gap between scholarship and practice in her work in the programs office, Shelby described, “When I sit here today and think about research I just think, ‘That’s more stuff I don’t have time for.’ Do you know what I mean?” Maria described her thoughts on solutions to the challenge of fitting more in is a choice between trying to stop doing something she is currently involved in or to “not count it as work. Consider it a personal project that has nothing to do with the fact that I am working here.”

Skill building. This department has worked hard to support skill development in utilizing various forms of scholarship. Those in the Leadership and Involvement area who teach credit-bearing courses supported each other’s growth by team teaching with the associate director, who frequently served as the instructor of record. In addition, they

have developed a bank of questions for anyone in the department to utilize when trying to build surveys or do focus group assessments and have a great resource in the director who also teaches research courses in the graduate program in student affairs on their campus. When asked about what areas of skill development might be helpful to the group, a popular mention was a need for more training around Institutional Research Board (IRB) requirements. Also, while numerous survey questions were available for possible use, skill development in building the “grand questions” that guide overall research was the area recommended by Erika for future growth.

Perception of the work. There was a broader perception issue, according to members of the staff, of the work that is done in Student Activities that is seen on an individual and institutional level. Erika believed that the perception issue might be more of a difficulty in the programs area, given the focus on entertainment and recreation for their activities. However, Erika did not cite this perception issue about the club sports function that also reports through this department in the Student Involvement and Leadership area. Richard cited perception problems outside the division, reinforced by an example shared by Erika of a situation with the director of study abroad outside the division that was hoping to gain assistance from her on a project. When the colleague insisted “this applies to your work,” Erika shared her response, “I said ‘here’s your policy, it doesn’t even mention our work’ so then I had to edit the policy to make us represented.”

Alanna believed perception problems to be present in the daily life in the department. She laughed when posed with a question about her identity as a scholar-practitioner and said, “I think that often times that’s not how we’re viewed, so for me it’s funny that you use the term scholar when you’re talking about someone in campus

activities.” In responding to a question of how scholarship may fit with his job, Richard reflected on the question itself before providing an answer by highlighting the differences between unconditional acceptance of scholarship in the priorities of faculty, in contrast to questioning priorities of scholarship for student affairs. Alanna offered a description of a conversation with a faculty member that involved use of psychology terms. When the psychology faculty member asked, “how do you know that?” Alanna’s response was “well, I went to college and I was a psychology major.” When asked how that conversation made her feel, Alanna said, “like I never went to school. I just have always been here [in this office]. We’re not supposed to know things, don’t you know?”

Alanna commented on finding a place for professional reading in her job when she said, “often times when I do get a quiet moment and I’m reading, the students or whoever will walk by and see that I’m not typing and I’m not writing, so she must not be working.” She described her own daily reading habits lacking fit with her daily work, but resisted the idea that higher education literature should come home and be read in her limited free time. Richard stated, “That’s the rub between who we are and how we’re perceived. Are we practitioners or do we have a role in the scholarship of the field? I don’t think that question can be answered by the national organizations. It’s an institutional question.” This sentiment was reinforced by Erika who described the institution as “a traditional one . . . that believes that learning rests with the faculty.”

Institutional. On the institutional level, the challenge with perception of work in the department was also a factor particularly as members of the department engage with faculty. Richard vividly described his frustration with the “obsession” with proving value

to the academy prevalent in student affairs as a profession, but shared the institutional demand that may create that condition:

Having the support and the buy-in of faculty, whether it's curriculum committees or faculty senate to in some cases offer credit, is probably the biggest obstacle. If we start playing in their backyard, they're not going to like it, or if they're not comfortable with us playing in their backyard we are subject to that [as an obstacle]. The scrutiny and the efforts to which we go to prove the academic rigor of what we're doing, particularly when credit is involved, is so much more than the average faculty member goes through to demonstrate their own academic rigor.

On the department level, some obstacles present may have influenced the integration of scholarship and practice. First, there was a perceived expectation of output that overrides any expectations of reflection and thoughtful practice. The recent addition of responsibility for mandatory training for nearly 600 student organizations, for example, without additional resources shifted a priority on how more staff and more student leaders can get involved in the execution of such a large instructional responsibility. Those in the Student Programming office felt this expectation of output rests heavily in their area. Alanna shared, "often times we hear 'well, you're the programmer.' While someone might have started the project, it has now become ours to finish." As Shelby described her transition from Assistant Director to now be running the office, she reinforced "when I was in my other role [as Assistant Director], it was really just about getting these things up and running, having the students have a good experience, being a part of their experience."

Department structure and functions. The broad nature of functions encompassed under the department umbrella and the wide variety of background and interests placed a formidable challenge to department leaders. Attempts on a department level to establish culture showed potential influence from subcultures created within each office. When

asked if remaining current with published scholarship was a priority for the department, Richard commented “I don’t think it spans the whole department, but I also don’t think it’s just limited to our office.” Another staff member noted that when research was discussed among the leadership and involvement office staff, there was a separation even within their own office between the group responsible for club sports and the group responsible for leadership education. Maria notes, “The leadership office is the most likely to already be engaging in or interested in doing those things, but you have to back up 20 steps and teach club sports how to do assessment, much less research.”

The large-scale nature of the institution also was described as an influence on ways that the department is able to use a teaching-oriented approach in advising student organizations. Even though she was not part of the Programs office, Maria described her experiences in advising a committee and shifting her thinking to the advising approaches that fit with that area. She described a difference in student organization advising, “I had to totally change the way I did it because, it was so political and needed to succeed, that I felt like I was not teaching as much.” Shelby, the associate director of the programs office reinforced her experience by sharing, “if it’s the yo-yo club or something, that adviser might let that learning curve just kind of come and go, but if it’s a high university level program then there’s sort of that intensity to make it very successful. We’re going to give you opportunity to learn but we’re not going to give you the opportunity to learn if it’s just going to be unacceptable.” As numerous staff members cited the high profile nature of many of the events coordinated through the Student Programming office, it was clear that the expectation for programming on this campus from this area was that programs are supervised, not advised, and that staff are responsible for direction and not

just support. Participants believed that this influenced the notion of campus programming as a potential venue for multiple forms of scholarship.

Lack of clear body of knowledge. This department also highlighted the challenge that comes with the lack of clarity about the body of scholarship that supports work in campus activities. Content areas of leadership as well as risk management were frequently cited by the group, but with varying degrees of engagement. Michelle raised some important questions about the role that her graduate program played in preparing her with a base of scholarship to begin work as a leadership educator. She said,

Our classes taught theory. Although, I don't think that our classes taught leadership theory well so that was something that I had to do a lot of on my own and through my assistantship to really focus on my own functional area and what leadership development theories are out there for college students. There's a lot and we didn't learn any of them in our college student development class.

Maria also mentioned common assumptions in student affairs overall that the only body of scholarship was student development theory. Sharing her frustration that proposals she has submitted for conferences have not been selected, she emphasized her belief that "her kind of knowledge" was not seen as acceptable to professional organizations. Richard highlighted the way his department engaged with the content in the field by describing the way his office worked to transform and customize the content. Both Richard and Michelle highlighted the fact that the office did not focus on one assessment or theory in particular, but instead took as much content as possible to try and offer both a variety of opportunities as well as sequenced content used in the most appropriate context.

In her role in the programs area, Alanna shared an illustration of the unclear body of expertise for campus activities practitioners. When speaking of an experience on a

campus committee, Alanna cited feeling treated as “invisible” in groups around campus and shared an exchange with a colleague who was frustrated that a colleague from another department was missing from the meeting. The coworker declared, “you work in Student Affairs, it’s all the same thing.”

RQ4: How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Supervisor influence sets the tone. Nearly all staff members in the department cited importance of current and potential supervisor influences on the integration of scholarship and practice. The current influence of both Erika and Richard was noted broadly by many and highlighted by Michelle when she said “Erika and Richard are scholar-practitioners and I think it really pushes me to be better at not only practice but to constantly keep up with what’s going on in the field.” Erika identified her type of influence as, “I created a good work environment for them. Forget the research part, just to be here and know that somebody is watching out for [their] capacity. I feel very fortunate that I get to do that because I know it is a combination of a lot of variables.” Some department members were looking for supervisors to play an even more active role in encouraging the integration of scholarship and practice. Susan described her staff asking for more direction with scholarship and saying, “make us read a book.” Alanna discussed her experiences with trying to integrate scholarship into conversations relating to risk management,

I told them that Erika gave me the article and then they felt bad, so they’re like “Oh, let me skim it now.” Oh, now they know Erika gave it to me they want to skim it. But then after that they were pretty good about it. It was a long article.

A number of participants identified the supervisor's role in prioritizing attention to the integration of scholarship and the institutional changes needed to drive a shift toward greater priority in this area. Maria shared, "if supervisors don't decide that it's important enough to develop the structure for it to happen it probably won't happen because, individually even though I can tell you it's important, at the end of the day, it's like the twentieth most important thing."

Family influences boundaries for more engagement. Family was cited as an influence on prioritization of scholarship and also as support for the idea that scholarship must be integrated through time spent outside of work. Richard spoke of his high interest in scholarship by saying, "If I wasn't raising kids . . . yeah, I could do this. I'll do it at night. I don't care, but the job itself takes more than 9-to-5." Shelby noted her priorities as a parent affecting many of her decisions to not pursue involvement in associations or do extensive conference travel. Erika issued a passionate call for understanding this factor when she discussed the struggle she has observed with integrating family priorities, "I think this field could be even more life-friendly, beyond family friendly, I mean life-friendly. If I talk to one more pregnant staff person who is crying and trying figure out how to do stuff . . . I'm like - how about changing the structure of the workplace?"

Student learning priorities influence approach to integration of scholarship. The department's priorities on student learning also influenced their ability to integrate scholarship into practice. A number of staff raised questions about the roles that students truly play in the implementation of large-scale events in their office. Erika described a potential conflict, especially in the programs area, between what she calls "student

empowerment” being in tension with ideas of campus activities practice informed by scholarship. She used an example,

I see a poster with our semester’s worth of comedians and they’re all White, I’m like . . . you know better but why would the students? I think that but, it is . . . intellectually lazy. I do believe it is part fear though . . . masked as student empowerment.

The challenge Erika described echoes comments made by John and a specific challenge noted in the programming area.

Institutional type. As a large, research institution, institutional climate did play a factor in influencing the integration of scholarship and practice. Shelby noted that the campus was frequently recognized for research, but that she tied that more with the roles that academic leaders and faculty play. However, Michelle saw it differently,

I think at Flagship, and us being a research I school, I think it’s really in the department’s interest for us to be doing some more research because we have a lot to contribute to the fact that we’re a research I institution and I don’t think -- I mean we’re not required to do any of that but I think people would be surprised to know the learning that’s taking place here or what we can contribute.

Case summary. The four research questions investigated for this case were:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?
2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?
3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?

4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

The complex nature of this department's four offices within one department umbrella made an overall assessment of the general research question challenging, even with their unified focus around student leadership development. Philosophically, the scholar-practitioner identity was a strong fit with the leadership priorities of the director, Erika. Examples of engagement with the scholarship of teaching, discovery, application and integration are seen throughout the department. However, the integration of scholarship and practice was nuanced across subgroups by offices with particular challenge noted in the Programming office by both John and Erika. While the staff in the Programming office were involved with classroom teaching and had regard for their work with student organizations as teaching as well, significant disconnect from other areas of scholarship combine to shape the professional identity of staff in this area as distinct from that in other areas of the department. Even with those challenges, it was clear that the Programming area was making an impact on student learning as evidenced in the following comments by Shelby.

We just have this . . . I would call it a cohort of people that just have a ton of gratitude and can come back and use phrases like "we've learned so much, you taught us so much, or when I went on my first job interview, I thought I was going to talk about this, but I talked about all of my programming experience, and how it really related.

The department shared concerns about obstacles to the scholar-practitioner balance. Many believed that the department as a whole suffers from a perception problem, both in how each staff member perceives their role as well as how the institution

perceives the work of the department. Even those in the department with active engagement with scholarship cited difficulty with making time and priority for scholarship, with specific mention of the need to make time for more thoughtful reflection. Members of this staff believed that they were not very influenced by associations to engage with scholarship due to lack of significant involvement in one association or another. Richard, Shelby and Erika mentioned that priorities around family did influence that significantly, primarily because of assumptions that an increased engagement with scholarship would mean a reduced amount of time to attend to family priorities. In addition, it was clear that Erika, Susan and Richard had identities as scholar-practitioners woven carefully into their approach to supervision.

Multi-Case Analysis

While each department had significant variety in focus and structure, as well as unique factors of institutional culture, some common themes emerged in answer to research questions posed.

Theme 1: Campus activities practitioners at these institutions actively engaged with the scholarship of teaching, periodically engaged with the scholarship of application and integration, but the scholarship of discovery was disconnected from professional identity.

Richard summarized perspective on teaching in campus activities practice at Flagship:

I think [we are teaching] in virtually every aspect, from the traditional, stereotypical definition of class instruction to informal conversations with students where we are hoping to convey certain information, either theoretical or practical, about what the student is engaged in or what they're hoping to do, whether it's at an organizational level or an individual level, or even the experiential pieces of our programs and components of our programs that we

work with students in. Whether it's out on the Challenge Course or whitewater rafting or a speaker that they went to the night before that we told them to go to, we are . . . very intentional in why are we doing this, what are we trying to convey.

Each of the four campus activities departments consistently supported the idea that student organization advising, presentations in leadership training venues and supervision of student staff provide outstanding venues to engage with the scholarship of teaching. Two of the four departments highlighted the value of the opportunities they are afforded to teach content courses in credit-bearing classes, but all staff cited ways they believe their work carries a teaching emphasis. Across each campus and in each staff interview, all participants offered vivid examples of their commitment to teaching and the easy alignment between the scholarship of teaching and their work in campus activities. The scholarship of discovery, however, was not as easy a fit in practice. Nancy succinctly shared, “do I believe that staying current with the scholarship of the field is important? Yes. Do I read regularly? No.”

Aside from isolated examples, the majority of professionals in each department found difficulty with keeping up with regular professional reading. All institutions were taking active steps to assure access to resources, but individual professionals in each area were not making the understanding of the content of the field a priority. As one example, Gary lamented an area of disconnect between the frequent use of the phrase “engagement” to describe his office’s work but his lack of confidence that members of the department could “sit down and talk about the principles of engagement.”

Most participants mentioned a lack of sharing of scholarship in the department, either in sharing original work to the outside community or exchanging the work of others among the staff. All four directors shared individual anecdotes about disappointing

attempts to share published scholarship with their staff, with Jessica citing her decision to just not share anything because of concern with overburdening staff with additional work. Barbara and Zachary both shared their belief that they needed to be careful about timing and format of introducing scholarship into the conversation. Erika shared the preference for more concise documents, with Jessica highlighting her experience with finding a great article recently.

It was 50 pages. I'm like, "I want to send this to everyone. I want them to read this." This is what I'm going in my head, but I know that no one will be able to read it and they're probably going to say to themselves, "How the hell does she have time to read?"

Many participants highlighted "best practices research" as the way they integrate the scholarship of discovery into their daily work. Comparing information with peer institutions and utilizing online resources to find information about how to improve practice was a primary mention at New England State, Collins College and Newton University, with rare acknowledgement of the difference in definitions between scholarly research and this type of information gathering. In the words of Jessica at New England State, "that's how campus activities does research."

Theme 2: Campus activities practice is changing.

Lewis shared perspective on changes in this functional area of student affairs:

I think basically what we've looked at [for campus activities] is moving away from what we call a social model to far more of a governance model. It has to relate to clubs, organizations, our student governance associations, even as far as our residence hall association where these bodies are becoming are far more embroiled in legislative and critical issues that are facing their students. (Lewis, personal communication, August 26, 2014)

Articulated changes in campus activities practice that were noted were approach to department responsibilities, priority on assessment and changing faculty dynamics,

cited as influencing engagement with scholarship by both SSAOs and department staff. Lewis specifically described a change in campus activities responsibilities as a “movement” he had seen in the past two institutions in his career and each of his SSAO colleagues also highlighted aspects of change in campus activities practice. James at Collins College believed the new model for campus activities also emphasized more direct support for clubs and organizations, an area where staff at each campus identified a gap in professional association content and support.

Student organization advising roles with event planning have also changed, opening opportunity for more of a teaching emphasis. Richard highlighted that:

[those in programming functions] are working with students and helping them understand about organization, planning and working with others. There is an educational piece in that. 20 years ago we would have been planning the events ourselves with a group of students that we say are helping, but we’re actually doing it.

The content of the work itself has also changed, with acknowledgement from these SSAOs that social programming is now only one of many responsibilities these practitioners addressed. The modern-day campus activities office was described with content areas that varied significantly, shown by these four campuses who cover 10 different sets of professional standards and offer supporting functions for an additional three areas (Council for the Advancement of Standards in Higher Education, 2012). At each campus, SSAOs and directors highlighted achievements from their staffs in orientation, leadership programs or community outreach as primary examples of outstanding integration of scholarship and practice. Specific absence of positive examples of use of these frames of scholarship from the programming area, the area more traditionally associated with student activities, was worthy of note and absence of those

examples was also present in the entries in the Director's Journal in the weeks following the interviews.

The presence of a priority on assessment was also a change being experienced in these four campus activities departments. Each institutional leader cited the role that their campus transition to a more assessment focused culture might have on the integration of scholarship into campus activities practice. All four campuses have recently increased focus around assessment for the division, whether being led by individuals like Josh at Newton University or the staff member assigned to the area at Collins College or being led by institutional or departmental committees charged by vice presidents. Even with a longstanding assessment program at Flagship University with the added benefit of the higher education graduate program on campus, John still believed that progress was needed in the campus activities area and that increased engagement with assessment in the programming function would "help knit together a number of other aspects of scholarship."

These administrators also cited changes in faculty dynamics on their campuses and related impact on campus activities practitioners' role in the academic community. Christopher at New England State University and James at Collins College both highlighted the potential that younger faculty arriving on their campuses offered to the potential integration of campus activities practitioners into the academic community. Christopher highlighted the increased prevalence of faculty coming to campus having experiences with student leadership roles themselves with optimism for the potential to build connections between activities professionals and faculty.

Theme 3: Perceived limits of role and capabilities prevent engagement with scholarship.

Jessica described her perspective on limits to engagement with scholarship when she shared, “I just don’t know how, specifically in campus activities, you would ever find the time to do it. You must be not married, have no family and no life.”

Difficulties managing workload and individual mindset about how to approach work in campus activities were cited as barriers to engagement with scholarship. As expected, limits of time were of utmost concern to nearly all participants and reiterated in the Director’s Journal following the interviews. As implied by Vice President Christopher, staff perceived the most active integration of scholarship as additional work to be added during a time of dwindling resources and increasing expectations at all four campuses. When the senior student affairs officers addressed a prevalent staff concern over the integration of scholarship into campus activities practice potentially requiring extra time, each institutional leader noted both an acknowledgement of the stress that staff may be feeling but the emphasis that this priority would likely not go away. The Vice President from New England State shared, “I just think that everyone thinks they are overworked.” Christopher then compared the reaction of campus activities staff asked to focus on scholarship a similar to that of faculty when they are asked to serve on campus committees. His explanation of what needed to happen to facilitate progress was to encourage activities professionals to not see this as new responsibility, but instead as a call for change to the approach to existing work that has been used in the past.

Individual mindset that each professional in this study brought to their work influenced engagement with scholarship as well. Many participants did not perceive any

initial connection between their own identity and the word “scholar” or any connection between their work on campus and the task of research engagement or more generally, engagement with scholarship. Participants like Maria, Nancy, Laura, Benjamin, Barbara and Zachary all mentioned scholarship discussions only taking place in graduate school with Laura citing the designation of “scholar” only “if you are speaking about academic affairs or the academic side of the house as we call it.” Scholarship, according to some participants, needed to fit with their free time away from work. As Jessica said, “the reason we aren’t more scholarly is because we have a job.” When Richard offered the use of his time outside of work for scholarship, he was asked why he would offer his time in this way. He said,

I think that’s a question for the institution. That’s a great question, and the reason it’s a great question is because we don’t ask that question for faculty, but we do. You just did, and rightly so, ask it for this other thing over here called Student Affairs, and Student Activities specifically, I suppose.

Richard, Shelby, Karen and Jessica all feared increased scholarship would require sacrifice of family time with a number of others citing the need to do more reading in their free time to increase their engagement with published scholarship.

Elements of fear and intimidation seemed to hold back a number of these professionals from full engagement with scholarship and, in turn, the academic community. Dionne’s experience navigating through a conflict with a faculty member highlighted her hesitation with active engagement with faculty, “I almost felt like if they heard me talk, they would automatically assume I’m stupid.” Coupled with Jessica and Alanna’s fears of being judged for not being busy enough when making time for scholarship and the numerous staff who mentioned sentiments relating to fear and panic in both interviews and entries in the Director’s Journal, it was clear that some barriers

would need to be overcome if any of these departments were to pursue scholarship to a more active level. This fear may have been connected to the belief that some skill building is needed for these four groups. Participants cited a range of needs from the most basic re-introduction to research methods to the more broad training on research methodology and how to establish a central research question. In addition, participants from Newton University and Flagship University cited the need for better understanding of the Institutional Research Board. Many believed that knowledge about research is something associated with graduate school, yet Zachary added the reminder that not all employees will bring the research foundation from a graduate program that would be needed to engage in the scholarship of discovery in their current jobs.

Campus culture placed some perceived limits on members of these departments and their engagement with scholarship. Vice President Michael at Collins College described a significant barrier, “At this institution in particular, I would say, intellectual pursuits are not what the senior staff is looking for our student activities folks to do.” However, his personal expectations asked for a level of participation from his staff that, using Boyer’s (1990) frames of scholarship, would direct them to more actively engage with the values of scholarship in the academic community. This disconnect signaled a potential gap between what the institution expects of practitioners, student affairs professionals’ concept of excellence in the field and the perception of limits. Luke described a frame of this context as, “we’re still trying to please everybody because we still have that mindset of if we don’t do our job well we’re out of here because we’re not a necessity in higher education.”

Across each department, it was clear that a focus on output was the overriding approach to work in campus activities, whether dictated by campus expectations or individual mindset. Vice President Michael from Collins College regarded it as a source of pride for his division as a whole and does not narrow this to just campus activities practitioners, “we still are the people on this campus that get things done. We are the people that can work along side the academic folks and get their ideas from mush, to crystallization, to implementation,” supporting an emphasis from both Gary and Barbara from Collins College. William and Karen at New England State University, Shelby and Alanna at Flagship University as well as Luke and Erick at Newton University all highlighted this theme as well, citing examples where the “checklist mentality” of getting programs done was more important than what was getting done. Erick from Newton University shared:

We often wing it and we don't allow enough time . . . that's something on us [to] really value that time. If I want to take a day and today I'm going to work on that experience making sure that's valued rather than . . . I've got to get that contract filled in or that sort of thing.

One entry in the Director's Journal also supported this notion of a focus on output that would cloud a focus on scholarship.

There are more and more “tasks” that take us away from being able to be able to be scholarly. When positions get unfilled due to budgeting, when you have to worry about more “operational” items--time, funding and interest for scholarship goes out the window.

Participants offered solutions to the challenges these perceived limits may present that involved changes in mindset and approach for campus activities professionals. Vice President John from Flagship University charged campus activities professionals to “insist” on an identity that emphasizes that learning happens on both sides of the

classroom door and the student affairs professionals' role in driving an educational agenda. Participants like Barbara encouraged professionals to develop a working knowledge of research as well as a comfort with sharing it as decisions are made in campus conversations and Erick from Newton University believed it to be a change needed specifically for campus activities professionals, "I actually have always thought that's it's symptomatic of us not valuing ourselves and therefore putting ourselves in that pigeon hole, so yes I do think it's for student activities more than anybody."

Theme 4: Engagement with scholarship is less distinct in associations, but present in everyday campus activities work. "I think there is some room for more of the scholar piece [in campus activities associations]. I think it would be really well received, but I think it needs to be part of the culture" (Erick, personal communication, July 28, 2014).

As emphasized by Erick from Newton University, associations are a primary venue for the scholarship of application and for the scholarship of discovery, but the message that the broadest-reaching campus activities associations (i.e., NACA, ACUI) send to participants in this study was that scholarship and practice were disconnected. In addition, these campus activities practitioners regarded on-campus venues for engagement with scholarship differently as well.

Associations. One entry in the Director's Journal highlighted the unique opportunities present in the campus activities functional area.

I also believe that we have more options for professional associations than some other functional areas within student affairs due to the diversity of programs and initiatives that typically fall within our scope of influence (i.e., orientation, leadership development, campus activities, student development, college union management, campus media, fraternity & sorority life, etc.). Some areas only have one or two associations that provide resources and encouragement for

scholar practitioner identities within the profession, whereas Campus Activities has relevance to so many associations (NODA, ACUI, ACPA, NASPA, NACA, AFA).

Christopher at New England State University shared his experiences as a former high-profile leader in one of the professional organizations that supports campus activities professionals. Even though his time in leadership was some time ago, he described the association as “clearly struggling to understand what they were trying to put on the table at that time” with similar questions still unresolved. This notion was reinforced by those who highlighted the potential for both associations to embrace a more robust agenda for scholarship as dependent on a very narrow number of practitioners, implying that the integration of scholarship is something only achieved by a rare example of campus activities practitioner. Dionne at Collins College and Erika from Flagship University asked that associations recruit people with “the research mindset” with intentional encouragement that these colleagues become active members and share their knowledge, avoiding temptation to focus on those with doctorates. Lewis from Newton University highlighted the cultural change needed by sharing:

There are different means by which we are seeing professional associations really come of age in terms of them being far more again not all are dissimilar to our own organization. We’re social in nature but now more professionally oriented, directed in scholarship and research.

At least one person at each site had responsibility for general student organization support for their campuses. William, Laura, Margaret and Maria each mentioned that part of their responsibilities and also mentioned not yet finding a “professional home” in higher education organizations.

Across cases, the group was divided about whether significant involvement from students in associations would help or hinder venues to engage with scholarship. A good

number of participants across all cases mentioned the significant presence of students at NACA events as an obstacle to regard that venue as one to engage with scholarship. Jennifer from New England State stated, “I think that maybe there are good percentage of people that attend the conference that do look at the conference as just chaperoning the students.” Kelley, an active NACA volunteer, shared “we are nurturers and all we worry about is [the students]. So if it’s between me going to a session or making sure that the student who has a stomachache gets some Pepto-Bismol, I’m going to get Pepto-Bismol.” In contrast, Nancy, Erick and Gary spoke positively about engagement with scholarship through conference presentations as actively involving students as partners and creating a teaching venue through involving them.

On-campus venues for scholarship also include students. When Susan discussed her office’s shift toward an “issues-based” model at Flagship University, she discussed student expectations to be closely engaged with content. She said, “it’s messy and if it’s messy we’re doing that with staff, with students it’s going to be even messier.” [The students] would like us to have them define the issues and then us give them just the platform, with “here’s what we need from you.” The emphasis on teaching venues existing in partnership with students was shared by Dionne who said,

I think [advising organizations] are my favorite teaching opportunities. I associate teaching with making a connection. Maybe I’m not giving them specific philosophy or theory or practices, but I’m learning about them. Through learning about them, I can teach them different perspectives, and I can teach myself a lot at the same time.

Student organization advising and student employee supervision were consistently cited across all campuses as on-campus venues for engagement with scholarship. Staff at New England State University as well as Newton University focused heavily on ties

between a student's academic studies and ways for them to utilize that knowledge in their work with graphic design, marketing, event planning or concert production. Department staff at Collins College spoke extensively about the internship opportunities afforded to students through their recent building renovations and their priorities on making their roles not just task oriented but a true opportunity to integrate what they are learning in the classroom and what they are seeing during the process of such a large scale operation. Finally, the staff at Flagship University emphasized their reliance on student staff as significant stakeholders in both the leadership and community engagement areas of their departments' work.

Theme 5: Preparation for the field is grounded in common experiences of practice, not scholarship.

The curriculum did not go toward student affairs. If it did, it went in one ear and out the other because of all the counseling stuff we had to focus on. I tried to apply it to student affairs. I feel that was the most difficult thing. (Luke, personal communication, July 28, 2014)

A number of participants across cases talked of their experiences with trying to “make student affairs fit” into their academic curriculum. Those who chose a field of study distinctly separate from student affairs, such as Zachary from Newton University and both Jennifer and William from New England State, described their educational backgrounds in student affairs content as being limited to independent study projects, particularly unique faculty and intentional choices of capstone papers to integrate student affairs topics. While many participants possessed advanced degrees from student affairs preparation programs, in reality professionals working in these departments brought a variety of educational backgrounds to their jobs in combination with their professional experience.

Graduate school experiences, even for those participants with student affairs degrees, showed the preparation for roles in campus activities to be grounded in practice, not scholarship. The department at New England State University was made up of mainly those with advanced degrees from related fields and not the traditional student affairs content. However, all staff cited their practical experience and positive mentoring from that early professional experience as formative for their perspective on the functional area. Graduate school experiences were frequently cited as practice-focused by those in other departments, with Erika at Flagship University highlighting the disconnect with the research-oriented experiences at the master's level, "I had a research class and none of us could understand why we were taking it." She describes her frustration with looking back and realizing that what she called "research" back then was not at all consistent with her understanding of research today when she joked, "A focus group is not five people, hashing out a program over pizza." Michelle from the same university described her disappointment with the lack of scholarly foundation in leadership theory and both Zachary from Newton University and Gary from Collins College shared their concern that the lack of research in the campus activities content area needed to change before departments became more active with the scholarship of discovery.

One director went so far as to reverse the equation and suggest that campus activities practitioners should take time to understand what is currently being taught in graduate programs today. That director wrote,

I think for most of us we rely on what we were taught years ago versus what's being taught right now to our masters level students. I think researching what higher education graduate programs are teaching and taking some time to identify what's new and what your staff should read.

Theme 6: Supervisors are not intentional enough in their influence to engage with scholarship.

I don't think [scholarship is] day-to-day encouraged by directors or other leaders within divisions of student affairs. It's not discouraged but I've worked in the field now for over 30 years. I've never had someone say to me, 'I expect you to do this and you're required to do this.' I've had moments where people have encouraged me and suggested this and I have but it's not an embedded job requirement. It comes down to the individual making these choices. (John, personal communication, August 7, 2014)

All SSAOs in this study recognized the role that they play as leaders in inspiring increased integration between scholarship and practice and based on the entries in the Director's Journal the SSAOs sent a strong message of support for scholarship to their directors at three of the four institutions. Associate Vice President James from Collins College recognized the changes that the new VP on his campus has made with bringing scholarship more to the forefront. James shared his confidence that future direction from Michael would look for individuals to formalize their commitment in this area and both John and Josh highlighted hope that future direction will include more publications from the activities staff at their campuses.

While increased expectations were on the horizon in either assessment or other forms of scholarship at three of the four campuses, there was at least one staff member in each department who still wished for more direct supervisor influence to change the priority for scholarship to be integrated into campus activities practice. Zachary highlighted supervisor support as positive, but as responsive rather than active and counting on his initiative. At New England State, Jennifer stated a desire for more structure by hoping for more active push from Jessica in this area through being asked to read and discuss articles on a monthly basis. Nancy expressed similar sentiments for

scholarship to be more actively pushed as part of an overall goal of helping staff grow to be better professionals. Susan's staff even said, "make us read a book" to express their desire for more active conversation around scholarship. Those looking for more engagement were primarily from within the staff, as one director writes

I do [think they are supportive] but I do not think that supervisors make it a requirement. We fall into the trap that we are "too busy" to have those conversations. The fact of the matter is that we will always be too busy but that shouldn't impede us from diving into the facts and understanding [what] impacts our students and us as a community.

Senior leaders framed their roles around making it possible for members of their staff to be the ones to engage with scholarship instead of focusing on their own experiences. Jessica cited the potential disconnect between this role and the role modeling her staff likely expects,

I'm not going to go myself [to NASPA] so they're probably like, 'hello, hypocrite? Why aren't you going?' I want everyone to go. I told these guys too. I'm like, "why aren't you going to the National Conference? We'll pay for it." For a while, we had a travel ban, but now I'm like, 'just go. We'll find money.' They don't go either. I guess I need to go and then maybe I'll motivate them.

Chapter Summary

Using only traditional definitions that only focus on the "publish or perish" directive, campus activities practitioners could seem disconnected from a scholarly focus to their work. When Boyer's (1990) definition is imposed as a lens for analysis with these four institutions, however, there are numerous examples of how campus activities departments are integrating scholarship into their practice.

In this study, 23 practitioners with varied levels of experience in student affairs at 4 institutions in the Northeast who have been recognized in professional communities for excellence in comprehensive campus activities programs shared perspective and

experience on the integration of scholarship and practice. In addition, SSAOs at each of the 4 institutions contributed their perspective on the work of the campus activities departments under their supervision. Longevity at the 4 institutions varied at 2 extremes with the Vice Presidents in the study. Christopher, VPSA for New England State University, and Lewis, at Newton University, had been at the institution for over 30 years each. In contrast, Michael at Collins College and John from Flagship University had each been on campus for a year or less.

This study set out to investigate the central question of “how do student affairs administrators in campus activities departments integrate scholarship into practice?” Practitioners in this study most significantly engaged with the scholarship of teaching, through opportunities to advise student leaders of student organizations, supervise student employees and engage with students through campus programs. Some practitioners chose to engage with the scholarship of application and the scholarship of integration in active ways through their roles on campus and through roles with professional associations, but very few discussed significant engagement with the scholarship of discovery. While future intention and significant interest in the frames of scholarship was present among each department in the study, signals from campus culture at three of the four campuses indicated that campus activities practitioners may not perceive themselves or be perceived to be a part of a scholarly community at all.

Perceived limits to engagement with scholarship were present on both individual and institutional levels. Individuals identified intimidation and needed skill development, while institutional expectations of output regularly eclipse any regard for the foundation through which programs and services are delivered. A variety of examples were present

in each case that support the idea that use of the four frames of scholarship was varied, unclear, understated by leaders or misunderstood by staff.

The work of today's campus activities practitioner is situated amidst a number of changing trends. Change within the profession, change within the campus community, and changing dialogue about the priorities of higher education all intersected at these four institutions to influence a practitioner's professional identity. Within these cases, while there were instances of engagement with scholarship within daily work in campus activities, it was a rare administrator who claimed an identity as "scholar-practitioner." However, given strategic priorities shared on each campus for more active student affairs involvement with teaching and learning priorities, identification of the role of "educator" was significant and these four departments may represent educational resources that are yet untapped for their respective universities.

Chapter 5

Discussion and Recommendations for Future Research

This chapter presents a summary of the research study that explored the integration of scholarship into campus activities practice. The chapter offers a summary of the study, a review of findings and related conclusions, implications for practice and recommendations for future research.

Summary of the Study

This collective case study was conducted through engagement with members of four campus activities departments achieving regional recognition through one professional association and the senior student affairs officers who hold leadership roles in the division of student affairs at each campus. The central research question explored was, “How do student affairs administrators in campus activities departments integrate scholarship into practice?” This question was analyzed using Boyer’s (1990) frames of scholarship and investigated through the following sub questions:

1. How do campus activities administrators describe attempts to integrate scholarship into practice within the campus activities department?
2. How do senior student affairs officers (SSAOs) describe the appropriate role that scholarship plays within the campus activities department on their campus?
3. How do campus activities administrators describe obstacles or barriers, both individual and institutional, to developing an identity as a scholar-practitioner within their departments?

4. How do campus activities administrators describe the individuals, organizations and activities that influence their ability to approach work as a scholar-practitioner?

Discussion and Conclusion

At the ACPA Summit on Scholarship in 2005, Dr. Kathy Manning posed a question for the profession to think about of whether Boyer's frames of scholarship could inform the way the student affairs profession considers scholarship. In the same dialogue she proposes that scholarship could be the bridge between theory and practice that is needed to bring scholars and practitioners together and that finding examples of scholarship that both faculty and practitioners can agree on could be a starting place to build that connection (Jablonski et al., 2006). This study built from Manning's idea to explore the central question of "how do student affairs administrators in campus activities departments integrate scholarship into practice?" through investigation of these dynamics at the departmental level, the perspective of SSAOs and exploration of both obstacles and influences on engagement with scholarship.

Departmental context. The first research question in this study called for an exploration of the integration of scholarship and practice at the departmental level, thereby illustrating the forces at play on a given campus that are beyond the knowledge, skills or abilities of any one individual.

The use of Boyer's (1990) frames of scholarship in today's context of campus activities practice extends Boyer's intent to expand the traditional framework of engagement around the discovery, teaching, application and integration of knowledge that he applied to faculty. When Boyer's frames were applied in a campus activities

context at these four institutions, it was evident that practitioners may exist in a subculture different from that of faculty with potentially different values (Bergquist & Pawlak, 2008; Hirt, 2007; Love et al., 1993). The Vice President for Student Affairs from Collins College summed it up by sharing, “out of the top 10 things expected of my folks in that area, scholarship is not going to be in the top 10.”

Despite the strong presence of a management focus in their work, campus activities practitioners in this study identified closely with the idea their department environment offers venues for the scholarship of teaching, with additional examples of alignment with the scholarship of application and the scholarship of integration as well. A few participants identified the unique relationships that are formed with students through campus activities practice through the long-term, one-on-one interaction afforded in venues like student organization advising and student employee supervision. Staff in each department talked about frequent opportunities taken to present at professional conference with students, including Susan’s staff saying that getting students out to these conferences making presentations was a priority and their approach to the scholarship of application. Each of these departments shared engagement with scholarship along with students as true partners, which may be unique when compared to how undergraduate research or other forms of scholarship are framed in faculty settings.

If engagement with scholarship has potential to support more effective collaboration between academic and student affairs entities, it is important to study the context of these two cultures on each campus as well. In the four departments studied, academic culture from within the faculty ranks and the subculture within campus activities areas was reported as interacting with differing results. Significant contrast

exists between the boundary spanning work at Flagship University across many departments with multiple programs in leadership education and the singular focus on the first year experience at Collins College in the “First Year Innovation” program, considered the signature point of collaboration between large components of the university. Also, questions around collaboration between academic and student affairs cultures at New England State draws boundaries at the doors of the classroom that campus activities practitioners believe are never to be crossed, where the engaged climate at Newton University brings campus activities practitioners into the classroom from the direct encouragement and invitation of faculty. Given the wide range of connectedness of these departments to the wider academic community, it is clear that a socially constructed definition of “culture” may uniquely influence the work of each department in the integration of scholarship and practice. Even at campuses with established assessment practices like New England State and Flagship University, opportunity to demonstrate campus activities administrators’ contributions to student learning have not changed the idea of a sharp divide between the culture established around scholarship (i.e., faculty, academic administrators) and the culture established in campus activities administration. Continuing this dialogue would further explore the likelihood of adoption for the call for more active collaboration across student affairs and academic affairs. Through Boyer’s (1990) frames, administrators and faculty are challenged to look beyond standard models of how the teaching and learning process has been traditionally defined (Bourassa & Kruger, 2002; Chickering & Gamson, 1987; Doyle, 2004; Whitt et al., 2008).

Conversation about how to embrace student affairs work in a more central way within the academy has been focused in a few directions, including whether student

affairs work is in partnership or a supporting role to “academic” work (Magolda, 2005; Manning, 2009). As higher education futurists explore the needs for the student affairs profession’s successful future, today’s campus activities department leader is regularly charged to find alignment with educational priorities of the institution in order to innovate and maintain relevance for the institution of tomorrow (Wooten et al., 2012). While Flagship University demonstrated some innovative collaborations in their leadership education and community outreach functions in this study, the remainder of the participants described their interactions with the traditional classroom-centered learning environment as primarily support roles, exemplified in the interaction between Jessica at New England State in her ongoing conversations with a faculty member around support roles for his event planning course. In addition, while participants cited strong identification with the scholarship of teaching, they also cited a perception that the campus culture as a whole may not be as accepting of their identity as associated with teaching. Work by Magolda (2005) shared that these support roles are frequently chosen by student affairs practitioners and not assigned by faculty, but experiences shared by Jessica at New England State, Barbara at Collins College and Alanna at Flagship University all illustrate that direct experiences that assume these supporting roles are still ongoing and culturally accepted on these campuses. Considering the importance of student and academic affairs collaboration priorities to facilitate educational outcomes for students, the journey at hand for campus activities practitioners in this study seems to be a question of how to bring current engagement that could be better described as cooperative, as in campus activities practitioners supporting priorities established by others, to instead be collaborative. To elevate current cooperation to the status of true

collaboration, a student affairs professional must have an ability to enter into that collaboration with an understanding of and ability to engage with the values of the academic community (Love et al., 1993). Gary from Newton University shared a great example when he described his department's focus on campus engagement. While that concept is featured prominently in phrases that describe his department's work, he was confident that most staff members would not be able to discuss the scholarship around engagement if that information was needed. It is challenging to imagine how collaborations could truly be a partnership if other campus activities professionals were as challenged to describe the scholarship of the profession as Gary indicates.

Perspective from the senior student affairs officer. When an institutional leader like Michael from Collins College related the lack of priority he perceives for campus activities practitioners' involvement in "intellectual pursuits," it was evident that the role of the senior leader was crucial. To establish a scholar-practitioner identity in campus activities, the role of campus activities professionals as educators would need to be embraced by senior campus leaders as paramount to professional identity, even beyond the senior student affairs officer level (Manning, 1996; Roper, 2003; Sandeen, 2010; Smith & Rodgers, 2005; Wooten et al., 2012). This role is well established for student affairs overall in the foundations of the profession (American Council on Education, 1937; American Council on Education et al., 1949) as well as more modern documents such as the *Student Learning Imperative* (American College Personnel Association, 2008) and *Learning Reconsidered* (Keeling, 2004) that highlighted the teaching role of student affairs professionals (Roper, 2003).

Studying the specific feedback about leadership for campus activities professionals from those institutional leaders in this study, the SSAOs were quite prepared to assert a potential role for student affairs using all of the frames of scholarship, but that confidence in leading change was largely future-oriented. At campuses like Newton University and Flagship University, the campus activities practitioners were contributing positive leadership for divisional assessment and engagement with the scholarship of application as they implemented the assessment cycle, but these successes were primarily tied to areas outside of the what is defined as the Campus Activities Program (Council for the Advancement of Standards in Higher Education, 2012), which addresses the management of student organizations and what is traditionally known as “programming.” Challenging attempts to collaborate with faculty around programming at New England State were a significant demand and a difficult fit for prior frames of the department’s work. It was clear that the SSAOs embraced the identity of student affairs professionals as educators, but discussion of the programming area as a venue for scholarship merely highlighted it as an area that would need work if this focus on integrating scholarship and practice were established. Based on the description in some professional literature of the “co-curriculum” as potentially distracting or competing with the academic priorities of the institution (Carpenter & Stimpson, 2007; Dalton & Crosby, 2012; Huang, 2004; Love et al., 1993), those administrators who focus in the programming area may need additional and intentional support from senior leaders to bridge these gaps on a campus-wide level.

Influences on the integration of scholarship into practice. Another research question in this study explored the various influences on a campus activities practitioner’s

integration of scholarship and practice. The most prominent influences discussed were the changing landscape of the profession, the mindset of the professional and the influence of supervisors.

Changing landscape of the profession. Noteworthy developments in the past few decades in higher education have offered a platform to analyze this research question. The educational environment as a whole has been shaped by initiatives like the No Child Left Behind Act (Keeling, 2006; Mallory & Clement, 2009) and the Spellings Report (Mallory & Clement, 2009) that combined to articulate expectations for the educational environment from outside the educational realm. The accountability movement in higher education has inspired a related assessment movement within student affairs (Bresciani, 2010; Torres, Benjamin, et al., 2010). In addition, the transition within the student affairs profession shifted from a sole focus on student services to one that also included priorities around student development and today's focus on student learning (Carpenter, 2001; Dungy, 2009; Keeling, 2004, 2006; Mallory & Clement, 2009). As this learning focus took hold within the profession, management priorities also grew to significant proportions (Braxton, 2005; Herdlein et al., 2013; Magolda, 2005) and the portfolio of responsibilities for student affairs leaders included the original focus areas of student services and student development in addition to new priorities around student learning and increased expectations and management priorities in an environment of shifting availability of resources and increased risk management. In context of so much change and a shifting foundation, it is important that all facets of higher education begin to think differently about its work.

Student affairs in a college or university has often been found to be divided along lines of functional areas (Carpenter & Stimpson, 2007; Dungy, 2003; Kuk & Banning, 2009; Sandeen, 2011). In addition, today's fragmented student affairs profession is wrestling with lack of agreement on professional values (Blimling, 2003; Carpenter & Stimpson, 2007; Sandeen, 2011; Smith & Rodgers, 2005). Given the complexity of today's student affairs division (Carpenter & Stimpson, 2007; Sandeen, 2011), the study of a functional area was an appropriate way to illustrate experience for practitioners than a more general exploration, especially given concern shared by Dungy (2003) that student affairs may be too broad. However, this study illustrates that the range of work encompassed in today's campus activities departments may still presents an unwieldy range of breadth even within the functional area when compared across campuses.

There are many celebrated partnerships between academic and student affairs, including "high impact practices" such as internships, service-learning, first year seminars and other integrative learning experiences (Kuh, 2008; Manning et al., 2014). Defining the "work" of campus activities today is no longer only resting in a focus on social programming, student organizations and campus events (Council for the Advancement of Standards in Higher Education, 2012; Dungy, 2003; Rentz & Zhang, 2011). For the campus activities practitioner of today, these high impact practices may fall within departmental responsibilities in their entirety (i.e., Flagship University's service program) or practitioners may coordinate a function within their own department (i.e., Newton University's internships in student union operations) while not asserting it as a departmental focus. In each department in this study, compelling examples of the integration between scholarship and practice rarely mentioned the traditional

programming area as having achieved this integration, while celebrating accomplishments in areas such as orientation, leadership education or service-learning.

Participants in this study, especially at the more senior levels, firmly believe that the changing role of campus activities influenced their practice. The presence of a management role with clubs and organizations, such as the one seen in Flagship University's Student Activities staff and their work with mandated Title IX training for student organizations, is a strong departure from the days where campus activities administrators solely focused on supporting the social programming calendar. This rise in management priorities for this functional area mirrors the rise of management functions in higher education overall as advising transitions into supervising student organization functions in an era of a focus on risk management (Kuk et al., 2007).

Mindset of the professional. Professional mindset was a significant influence on the integration of scholarship and practice. Erick at Newton University, John at Flagship University and both Gary and Barbara at Collins College reminded us that the only way progress was being made on their campuses in this area was for campus activities practitioners, and student affairs practitioners overall, to be more confident that contributions can be made by these practitioners to the teaching and learning process. It is striking contrast between a department director like Erika at Flagship University with classroom teaching roles built into the job description and her own staff member Alanna who described it "funny" to be talking about scholarship in the context of campus activities work. Since the experiences of many participants cited the research interview as one of the first times they had talked about the application of scholarship to their work, it

is evident that absence of mindset about the role of a campus activities professional as including scholarship would likely influence how he or she approaches the job.

Blimling (2011) established four terms to describe a mindset that professionals articulate about the relationship between scholarship and practice. This study established a strong presence of the *experienced-practitioner* in these four institutions, identifying those who are informed in their practice by the experiences and observations of others such as the vivid description by Dionne of her mindset as a practitioner at Collins College. In a few instances, such as with the staff in the Leadership and Involvement area at Flagship University, the presence of a *reflective-practitioner* approach showed clear tie between use of theory and how it guides practice. Evidence of the true *scholar-practitioner* was rare, exemplified in Richard and Erika at Flagship, but with areas of potential interest articulated by participants at all four campuses when discussing future career goals (Blimling, 2011; Torres, Benjamin, et al., 2010). There was a disconnect between what individuals hoped for their career and what was currently happening in their roles. Although engagement with the scholarship of discovery is just one aspect of scholarship, this supports findings by Sriram and Oster (2012) who found that 64% of study participants were less engaged with research than they had hoped to be in their current positions. This disconnect with discovery was a prominent finding across all institutions.

While there is much work to be done in connecting these professionals with the scholarship of discovery, and a lack of mindset as “scholar,” it was clear that these participants had a strong identification with their roles as educators or teachers, whether they are teaching credit-bearing courses or not, supporting the overall trajectory of the

student affairs profession (Dungy, 2009; Keeling, 2004; Komives, 2000; Manning, 1996; Roper, 2003; Sandeen, 1991; Sanlo, 2002; Wooten et al., 2012). As is consistent with the motivation for Boyer's call for a reframe of the concept of scholarship, the identification with the scholarship of teaching without institutional culture embracing a broader definition of scholarship would likely still sideline the work of a campus activities practitioner to the fringes of the university's core mission, especially given a "love/hate" relationship for the co-curriculum as potentially distracting or competing with the academic focus of the institution (Carpenter & Stimpson, 2007; Dalton & Crosby, 2012; Huang, 2004; Love et al., 1993).

Supervisor influence. A number of participants in the study described plans for more significant engagement with scholarship as either in the future or tied with future educational pursuits and shared a wish for more significant, active support from supervisors that is not yet present. This study reinforced prior studies highlighting graduate students and entry level professionals as the most engaged in scholarship out of all members of the department, with low levels of engagement with professional associations and published scholarship cited from both mid level managers and senior student affairs officers (Blimling, 2003; Chernow, Cooper, & Winston, 2003; Sriram & Oster, 2012). For change to be supported within campus activities practice, supervisor support will be crucial both within student affairs and to the highest ranks of university leadership (Manning, 1996; Roper, 2003; Sandeen, 2010; Smith & Rodgers, 2005; Sriram & Oster, 2012; Wooten et al., 2012).

Obstacles to nurturing the scholar-practitioner in campus activities. This study explored the question of what influences may be present in attempts to integrate

scholarship and practice as well as what may prevent the integration of scholarship and practice for these practitioners. Climate for interaction most definitely varied in each campus environment, but each campus activities practitioner shared their understanding of their campus environment through institutional messages as well as their prior experiences and individual mindset.

Blimling (2001) portrayed student affairs with potential to be a “student learning community of practice” because of the combination of discovery, teaching, application and integration present in our daily work (Blimling, 2001; Jablonski, 2005; Smith & Rodgers, 2005) and the combination of experiences at these four campuses would support the idea of that potential as present in the campus activities functional area. However, one of the essential qualities of Blimling’s (2001) picture of the student affairs community of practice is that all members of the community regard themselves and each other as educators. At present, this professional mindset of “educator” is framed most actively with the scholarship of teaching in the campus activities departments in this study but complicated by a number of factors.

The central value of scholarship is known to be at the heart of the faculty culture and the academic enterprise (American Council on Education, 1937; Boyle et al., 2012; Dalton & Crosby, 2011). While the four groups of professionals largely embraced the idea of teaching, an identity of “scholar-practitioner” is painted for those with interest in this area in this study as largely a distant, future goal. For priorities linked to scholarship to take root in the student affairs profession as well, the lack of professional mindset of scholar may be also be an obstacle to asserting engagement with a more educational focus to the work of campus activities.

Many study participants illustrated a choice to engage with scholarship as falling low in a priority list for the “tyranny of the immediate” (Carpenter & Stimpson, 2007, p. 272) even in light of the growth in published scholarship documenting the role that student affairs plays in student learning (Herdlein et al., 2013; Magolda, 2005). Fried’s (2002) findings that student affairs professionals regarded scholarship as something to be addressed in their time outside of work was frequently reinforced with this study as well, with many participants citing fear for conflict with priorities of family responsibilities being at risk if more active scholarship was pursued. Even at Flagship University, where the most frequent examples of the integration of scholarship took place out of the four institutions, participants cited similar concerns about workload and the difficulty in making room for scholarship as part of the day.

Implications for Practice and Recommendations

This study applies the priority issued for scholarship by higher education scholars (Jablonski, 2005; Komives, 2000) and the increased emphasis on scholarship by functional area associations (Association of College Unions International, 2011; National Association for Campus Activities, 2012) to the experiences of four campus activities departments that have achieved recognition in the Northeast for comprehensive excellence in campus activities programming. Based on the insights shared by departments regarded as exemplary in the field, future implications for practice from this study can be applied to more closely align the work of campus activities practitioners at these four institutions to one of the most central values of an academic community, scholarship.

Preparation for campus activities administrator roles. Graduate preparation in the student affairs profession may be a traditional path for some, but there was a strong mix of graduate preparation from other fields represented within the four campuses in this study. For those from student affairs programs, the on-the-job experience of campus activities practitioners may be disconnected from scholarship, despite the call for scholarly engagement in student affairs professional ethics and the focus in graduate programs on the connection between scholarship and practice (Dungy, 2009; Komives, 2000; Manning, 1996; Sanlo, 2002; Wooten et al., 2012). Expectations for a scholar-practitioner balance on the job are considerably more challenging when practitioners bring a wide range of disciplinary foundations. Based on these four campuses, a new professional is left to learn the “scholarship of the campus activities profession” on the job, which is not likely surprising given differences in definition of the content area even just across four campuses. None of the campuses involved in this study offered a clear path for an administrator to learn the foundational content of the field in order to add value to support of the scholar-practitioner identity through supervision roles. In some examples, such as with Nancy at Collins College, administrators try to close the gap in preparation through finding their own way through the content of campus activities. In the case of Jennifer at New England State, that step had never been taken to bridge the gap in preparation.

Wide ranges of professional preparation across these four departments bring to question what expectations are realistic for the integration of scholarship. If the scholarly foundations of the field are important to do the work of campus activities departments, the lack of a strong vehicle for professionals with different educational backgrounds than

student affairs to gain this knowledge is a concern. If expectations of campus activities professionals were that there would be an integration of scholarship into practice, divisional leaders on these four campuses would benefit from understanding any gaps in educational preparation and the potential influence of those gaps on practice. From there, thorough on-campus professional development or support for learning activities can be factored in as part of the job and supported by supervisors.

Participants in this study supported the notion that traditional, published scholarship may lack relevance to the work of the practitioner (Allen, 2002; Broido, 2011; Roper, 2001; Young, 2001). Both Zachary from Newton University and Gary from Collins College shared their concern that the lack of research in the campus activities content area needed to change before departments became more active with the scholarship of discovery. If student affairs preparation program faculty are generating the majority of published scholarship (Saunders et al., 2000), participants in this study show that faculty researchers would need exposure to topics more relevant to campus activities practice in order to offer the practitioner access to cutting edge thinking and, in turn, change the priority on engagement with scholarship (Sriram & Oster, 2012).

Recommendations for the support of those preparing for jobs in campus activities areas include fostering opportunities for dialogue between campus activities practitioners and faculty in student affairs preparation programs to encourage understanding of both the changing landscape of this functional area as well as potential research opportunities that would address the needs of practitioners. In addition, knowing that some practitioners will bring academic backgrounds from other disciplines, on-campus professional development opportunities may need to be revisited of a foundation in

scholarship is truly desired to meet the changing needs of colleges and universities in improving undergraduate education.

Associations. There is no shortage of interest and enthusiasm for the idea of professional development, but this study highlighted that members of these four departments do not perceive functional area associations as their primary venues for engagement with scholarship. Given all four institutions had significant involvement with these associations, this lack of regard for associations as a venue for scholarship is a message from some of its most engaged members. Multiple participants highlighted that for a more scholarly agenda to become a reality, cultural change is needed within these organizations. This change has been emerging for a while, as recounted by Christopher when he described a group of leaders that were “ahead of their time” during his time in campus activities because they emphasized scholarship in the association’s work. Participants highlighted the potential for both associations to embrace a more robust agenda for scholarship as being currently dependent on a very narrow number of practitioners who may have a specific mindset in their jobs, implying that the integration of scholarship is something only achieved by a small subset of the profession. Dionne at Collins College and Erika from Flagship ask that associations recruit people with “the research mindset” with intentional encouragement that these colleagues become active members and share their knowledge, avoiding temptation to focus on those with doctorates. Lewis from Newton University highlights the cultural change that is needed by sharing,

There are different means by which we are seeing professional associations really come of age in terms of them being far more again not all are dissimilar to our own organization. We’re social in nature but now more professionally oriented, directed in scholarship and research.

Campus activities associations must consider how an enhanced focus on scholarship may or may not integrate with how connected student members are in the work of campus activities associations. While the significant presence of students does affect priorities of the professional development content, it also influences mindset and responsibilities of conference participants. This unique integration between students and professionals in association environments reflects these professionals' belief that students are truly integrated as partners in the world of scholarship. However, it may influence the mindset and openness of association members to all that may be available and potential to build a true community of practice (Blimling, 2001).

To support integration of scholarship and practice, campus activities associations must find a way to articulate the meaning of engagement with scholarship taken from a faculty context and translated into campus activities settings. Association publications and annual meetings can establish professional expectations as well as offer members the chance to gain skill development opportunities to overcome obstacles of fear and intimidation as expressed by some participants in this study.

Institutions. Campus activities practice may, indeed, be changing and institutions may still be determining the role of campus activities modern institutions given the inconsistency in responsibilities for the four departments included in this study. Expectations for supervision of student organizations are evolving to the point where each department in the study has at least one staff member assigned to that area with expectations of increased and active involvement, but William, Laura, Margaret and Maria each mentioned not yet finding a “professional home” in higher education organizations. Without an option for even the potential to find a scholarly community of

professionals with these roles in common, it is challenging to expect significant engagement with the four frames of scholarship (Boyer, 1990) from these individuals.

In a time of increased reliance on part-time faculty (National Center for Education Statistics, 2014a), participants' identification with the scholarship of teaching could represent untapped educational resources for the institution. While faculty members have the undisputed responsibility of classroom teaching (Manning et al., 2014), knowing that campus activities practice may be defined by practitioners as teaching may present both questions and opportunities for academic and student affairs collaboration. Questions should be posed about the foundations for student affairs teaching, especially in light of this study's findings relating to disconnect between campus activities practitioners and the scholarship of discovery. However, opportunities can also be seized within the campus activities profession relating to the strong identification with the scholarship of teaching, especially in a climate with greater reliance on adjunct faculty. Educators with advanced degrees and strong affinity for teaching roles are right on our own campuses, yet recruiting part-time faculty from off campus has been the prevalent approach. Based on the experience of staff at these four campuses, there may be political forces as well as individual mindset barriers that could be preventing this tie from evolving organically.

The SSAOs participating in this study offered confidence in potential for the future on these four campuses, but there will be specific progress needed to connect their vision with the daily realities of responsibilities in these campus activities departments. Specific opportunity at these four institutions may be present in the evolving assessment initiatives. This study did find consistent examples of the blend in many practitioners minds between the call both on-campus and in the profession for a focus on assessment

and priorities of scholarship (American College Personnel Association National Association of Student Personnel Administrators, 2010; Bresciani, 2010; NASPA Research and Scholarship Task Force, 2011). When assessment is practiced in its most true and thorough form, (Kuh & Ewell, 2010) the cycle matches the articulated, ideal, cyclical relationship between scholarship and practice (Boyer, 1990; Young, 2001). Participants in this study emphasized ways that assessment offers the reflection about practice and potential to improve applied work proposed by Allen (2002) as a part of the relationship between scholarship and practice. Where the two concepts differ, both in theory and in practice with these four institutions, is with Allen's final step that challenges a practitioner to offer a new model or foundation for scholarly activity that is shared with a goal of improving undergraduate education. The reality for participants of this study is that the bulk of their activity is rarely shared and assessment is still regarded as a task instead of a shift in their way of working.

For pervasive change to be achieved at these campuses, a "pipeline" of scholar-practitioners in campus activities must be supported through institutional change. Boyer's (1990) frames of scholarship offer a possible road map for campus activities practitioners to consider their engagement with scholarship. However, dialogue in association and institution environments will be needed to effectively translate Boyer's (1990) frames into the environment of campus activities practice at each institution. Once that conversation is visible, the idea of a pipeline of scholar-practitioners can be more realistically envisioned. For this new approach to influence campus life, SSAOs must then consider ways they can establish their own active engagement with scholarship and also actively inspire practitioners they supervise. Department directors would then be in a

position to more actively engage themselves and find more active role modeling in their supervisors. In turn, new professionals would then have positive examples of active engagement in various forms of scholarship.

Recommendations for Future Research

This study contributed to the existing base of literature about the student affairs profession by: exploring the unique dynamics present in one functional area of the profession and being among the first to apply the Boyer (1990) frames of scholarship in a non-faculty environment. The study reinforced concerns about the integration of scholarship and practice present in the literature (e.g., Jablonski et al., 2006; Sriram & Oster, 2012) but added new perspectives on obstacles and influences on the integration of scholarship and practice for campus activities practitioners as well as the perspectives of those in the field and those who lead their divisions.

Given this study is one of the first to explore student affairs professionals' experiences in the campus activities area, further research opportunities include:

- As this study examined award-winning programs, replicate the study with a more general sample of campus activities departments and compare findings.
- Replicate the study in another functional area of student affairs such as residence life.
- Compare findings across career stages for campus activities practitioners, identifying specific comparisons in the integration of scholarship and practice for new professionals, mid-level professionals and directors.
- Replicate this study with criteria that may have influenced these preliminary findings:

- A study of multiple institutions that demonstrate common institutional cultures.
- A study that includes departments that do not have any doctoral graduate or candidates in higher education/students affairs as part of the staff.
- A study that includes departments that are only led by doctoral candidates or graduates.
- A study that includes departments without any staff members who hold advanced degrees in a field related to student affairs administration.
- Consider the impact of functional areas cited as more conducive to scholarship such as orientation, leadership and service by studying departments with a sole focus on campus programming.
- Study the perspective of campus activities practitioners about the significant presence of students in professional association events.

Concluding Remarks

At this time in the growth of the field, functional area associations are hoping to lead strategic change for more significant engagement with scholarship in campus activities. Examination of the experiences of professionals at these four institutions shows that progress with individuals and, in turn, in campus departments will be needed. Professionals already identified with the scholarship of teaching at these four campuses and believe venues for engagement with this form of scholarship to be deeply embedded in the work of this functional area through student organization advising and student employment. However, engagement with the scholarship of application and the

scholarship of integration was varied across the four departments and there was little engagement with the scholarship of discovery.

Appropriate steps to advance the integration of scholarship into campus activities practice at these four institutions are within the purview of individuals and groups at multiple levels and locations throughout these four university organizations. Some barriers to engagement with scholarship are within control of the individuals at all career levels involved in this study to change. More active reading of the scholarship of the profession would be one introductory step to inspire progress, as would more strategic assessment of how each individual currently engages with the academic community.

Other barriers to engagement with scholarship, such as campus cultural expectations and inconsistent understanding of the body of scholarship of the campus activities field in preparation for the job, would require different next steps and more significant involvement from department and divisional leadership. One entry in the Director's Journal expresses a similar thought,

Our obstacle is that we do not have a collective approach or a connected level of knowledge that brings our work together. Instead it really impedes us from understanding where we are coming from and how we approach our work.

The VPSA at Collins College shared his future vision for finding ways to offer rewards and incentives to practitioners for engagement with scholarship. While this would be one way to demonstrate priority in this area, even at Collins College the same SSAO discussed the significant gap between university leadership expectations that sees no place for campus activities professionals in "intellectual pursuits." If the campus culture does not dictate this priority, change will be slow to take hold. Institutional leaders must either work with campus activities leaders at these institutions to support

change in the culture to realize the potential that could exist in collaborations between these practitioners and faculty.

To truly impact change on these four campuses, leaders within the profession cannot singularly look to advocate for reform in graduate preparation programs, association activities, new approaches in staff meetings or a change in perspective by SSAOs. In light of significant concerns for time and workload in a functional area that already expects, in the words of one SSAO participant, “limitless availability” of professionals and their time for campus needs, scholarship must be approached as a new frame for existing work at all career levels. Opportunities for mentoring are present each day when professionals make decisions on how to approach their work, but supervisors must attend to the fact that their own professional mindset and the approach of their staff may not automatically integrate scholarship without prompting. The growing assessment initiatives at each campus may present an ideal venue to challenge professionals at all career stages to more effectively integrate scholarship into the work of these departments. If that step were to be successful, it could launch strong opportunities for increased reflection and planning in campus activities work, foster more potential for effective collaboration with academic colleagues, and prepare the next generation of student affairs leaders to more fully engage with faculty and academic leaders as full partners in a community of scholars.

References

- Allen, K. E. (2002). The purpose of scholarship, redefining meaning for student affairs. *NASPA Journal*, 39(2), 147–157.
- American Association for Higher Education, American College Personnel Association, Administrators, & National Association of Student Personnel Administrators. (1998). *Powerful partnerships: A shared responsibility for learning* (pp. 1–12). Retrieved from <http://www.myacpa.org/powerful-partnerships-shared-responsibility-learning>
- American College Personnel Association. (2006). *ACPA task force on certification: Preliminary report. Analysis*. Retrieved from <http://acpa.nche.edu/task-force/certification/docs/Preliminary%20Report-February%202006.doc>
- American College Personnel Association. (2008). *The student learning imperative: Implications for student affairs* (pp. 1–6). Retrieved from www.myacpa.org/sli_delete/sli.htm
- American Council on Education. (1937). *The student personnel point of view*. Washington, DC: Author. Retrieved from <http://www.acpa.nche.edu/student-personnel-point-view-1937>
- American Council on Education (1949). *The student personnel point of view*. Washington, DC: Author. Retrieved from <http://www.acpa.nche.edu/student-personnel-point-view-1949>

- Anderson, J. E., Guido-DiBrito, F., & Morrell, J. S. (2000). Factors that influence satisfaction for student affairs administrators. *New Directions for Institutional Research, Spring*(105), 99–110. doi:10.1002/ir.10509
- Arcelus, V. J. (2008). *In search of a break in the clouds: An ethnographic study of academic and student affairs cultures*. (Unpublished doctoral dissertation). The Pennsylvania State University, State College, PA.
- Arminio, J., Roberts, D. C., & Bonfiglio, R. (2009). The professionalization of student learning practice: An ethos of scholarship. *About Campus, 14*(1), 16–20. doi:10.1002/abc.279. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/abc.279/abstract>
- Arum, R. and Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago, IL: University of Chicago Press.
- Association of College Unions International. (n.d.). *A career in college unions and student activities*. Retrieved from www.acui.org/career
- Association of College Unions International. (2011). *ACUI 2011-2015 strategic plan*. Retrieved from https://www.acui.org/uploadedFiles/_PUBLISHED_CONTENT/About_ACUI/2011?15 Strategic Plan FINAL.pdf

- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, (25), 518–529. Retrieved from <https://www.middlesex.mass.edu/ace/downloads/astininv.pdf>
- Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The Journal of Higher Education*, 73(1), 94–122. doi:10.1353/jhe.2002.0001
- Banta, T. W., & Kuh, G. D. (1998). A missing link in assessment: Collaboration between academic and student affairs professionals. *Change*, 30(2), 40–46. Retrieved from <http://www.jstor.org/stable/40165560>
- Bartkus, K. R., Nemelka, B., Nemelka, M., & Gardner, P. (2012). Clarifying the meaning of extracurricular activity: A literature review of definitions. *American Journal of Business Education*, 5(6), 693–704. Retrieved from <http://www.cluteinstitute.com/ojs/index.php/AJBE/article/view/7391>
- Bartunek, J. M. (2007). Academic-practitioner collaboration need not require joint or relevant research: Toward a relational scholarship of integration. *Academy of Management Journal*, 50(6), 1323–1333. doi:10.5465/AMJ.2007.28165912
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559. Retrieved from <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>

- Benjamin, R., & Klein, S. (2006). Assessment versus accountability in higher education: Notes for reconciliation. *Higher Education*, 1–26. Retrieved from <http://portal.unesco.org/education/en/files/53749/11840803645Benjamin.pdf/Benjamin.pdf>
- Bensimon, E. M., Polkinghorne, D., Bauman, G., & Vallejo, E. (2004). Doing research that makes a difference. *The Journal of Higher Education*, 75(1), 104–126. doi:10.1353/jhe.2003.0048
- Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy*. San Francisco: John Wiley & Sons, Inc.
- Bishop, J. B. (2010). Becoming a scholar-practitioner: The road less traveled. *ACPA Developments*, 1–5. Retrieved from www.myacpa.org/pub/developments/archives/2010/Fall/article.php?content=scholar
- Blimling, G. S. (1999). Accountability for student affairs: Trends for the 21st century. In C. S. Johnson & H. E. Cheatham (Eds.), *Higher education trends for the next century: A research agenda for student success* (pp. 51–56). Washington, DC: American College Personnel Association.
- Blimling, G. S. (2001). Uniting scholarship and communities of practice in student affairs. *Journal of College Student Development*, 42(4), 381–396. Retrieved from [http://eric.ed.gov/?q=Blimling%2c+G.+S.+\(2001\).+Uniting+scholarship+and+co](http://eric.ed.gov/?q=Blimling%2c+G.+S.+(2001).+Uniting+scholarship+and+co)

mmunities+of+practice+in+student+affairs.+Journal+of+College+Student+Devel
 opment%2c+42(4)%2c+381%E2%80%93396.&id=EJ634268

Blimling, G. S. (2003). Editorial: ACPA and NASPA consolidation: United we stand together... divided we stand apart. *Journal of College Student Development*, 44(5), 581–587. doi:10.1353/csd.2003.0047

Blimling, G. S. (2011). Developing professional judgement. In *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 42–53). Sterling, VA: Stylus.

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods*. Boston: Pearson Education Group, Inc.

Bosold, C., & Darnell, M. (2012). Faculty practice: Is it scholarly activity? *Journal of Professional Nursing : Official Journal of the American Association of Colleges of Nursing*, 28(2), 90–5. doi:10.1016/j.profnurs.2011.11.003

Bourassa, D. M., & Kruger, K. (2002). The national dialogue on academic and student affairs collaboration. In *New Directions for Higher Education: Understanding the role of academic and student affairs collaboration in creating a successful learning environment* (pp. 9–38). San Francisco: John Wiley & Sons, Inc. doi:10.1002/he.31

Boyd, W. E. (2013). Does Boyer's integrated scholarship model work on the ground? An adaption of Boyer's model for scholarly professional development. *International*

Journal for the Scholarship of Teaching and Learning, 7(2). Retrieved from http://digitalcommons.georgiasouthern.edu/ij-sotl/?utm_source=digitalcommons.georgiasouthern.edu%2Fij-sotl%2Fvol17%2Fiss2%2F25&utm_medium=PDF&utm_campaign=PDFCoverPages

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Boyle, K. M., Lowery, J. W., & Mueller, J. A. (2012). *Reflections on the 75th anniversary of the student personnel point of view*. Washington, DC. Retrieved from <http://www.acpa.nche.edu/reflections-75th-anniversary-student-personnel-point-view>

Braxton, J. M. (2005). Reflections on a scholarship of practice. *The Review of Higher Education*, 28(2), 285–293. doi:10.1353/rhe.2004.0033

Bresciani, M. (2010). Understanding barriers to student affairs professionals' engagement in outcomes-based assessment of student learning and development. *Journal of Student Affairs*, XIX, 81–89. Retrieved from http://sahe.colostate.edu/Data/Sites/1/documents/journal/2010_Journal_of_Student_Affairs.pdf#page=83

Broido, E. M. (2011). Moving beyond dichotomies: Integrating theory, scholarship, experience and practice. In *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 54–60). Sterling, VA: Stylus.

- Bureau, D. (2011). *Making them my own: Student affairs master's students socialization to professional values*. (Unpublished doctoral dissertation). Indiana University: Bloomington, IN.
- Burkard, A. W., Cole, D. C., Ott, M., & Stoflet, T. (2005). Entry-level competencies of new student affairs professionals: A Delphi study. *Journal of Student Affairs Research and Practice*, 42(3), 283–309. doi:10.2202/1949-6605.1509
- Carpenter, S. (2001). Student affairs scholarship (re?) considered: Toward a scholarship of practice. *Journal of College Student Development*, 42(4), 301–318. Retrieved from <http://www.sa.sc.edu/pd/pdf/TowardAScholarshipOfPractice.pdf>
- Carpenter, S. (2009). Proceedings from the 40th Annual Conference of the Georgia College Personnel Association: *The power of student affairs professionalism: Past, present, and future*. Athens, GA.
- Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs. *Journal of Student Affairs Research and Practice*, 44(2), 265–284. Retrieved from <https://digital.library.txstate.edu/bitstream/handle/10877/3157/fulltext.pdf?sequence=1>
- Chernow, E. K., Cooper, D. L., & Winston, R. B. (2003). Professional association involvement of student affairs professionals. *Journal of Student Affairs Research and Practice*, 40(2), 43–58. doi: 10.2202/1949-6605.1220

- Charmaz, K. (2000). Grounded theory objectivist and constructivist methods. In N.K. Denzin & Y.S. Lincoln (Eds.) *Handbook of qualitative research* (2nd ed., pp. 509-535). Thousand Oaks, CA: Sage Publications.
- Chickering, A. W., & Gamson, Z. (1987). Principles of good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7. Retrieved from <http://www.lonestar.edu/multimedia/SevenPrinciples.pdf>
- Council for the Advancement of Standards in Higher Education. (2012). *CAS Professional standards for higher education (8th ed.)*. Washington, DC.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Washington, DC: Sage Publications.
- Creswell, J. W., & Maietta, R. (2002). Qualitative research. In D. C. Miller & N. J. Salkind (Eds.), *Handbook of Research Design and Social Measurement* (pp. 145-184). Thousand Oaks, CA: Sage Publications.
- Cummings, T. G., & Worley, C. G. (2009). *Organization development and change; 9th ed.* Mason, OH: South-Western College Publishing.
- Cuyjet, M. J., Longwell-Grice, R., & Molina, E. (2009). Perceptions of new student affairs professionals and their supervisors regarding the application of competencies learned in preparation programs. *Journal of College Student Development*, 50(1), 104-119. doi:10.1353/csd.0.0054

- Dalton, J. C., & Crosby, P. C. (2011). A profession in search of a mission: Is there an enduring purpose for student affairs in U.S. higher education? *Journal of College and Character*, 12(4). doi:10.2202/1940-1639.1862
- Dalton, J. C., & Crosby, P. C. (2012). Reinventing the extracurriculum: The educational and moral purposes of college student activities and experiences. *Journal of College and Character*, 13(3). doi:10.1515/jcc-2012-1927
- Doyle, J. (2004). Student affairs division's integration of student learning principles. *Journal of Student Affairs Research and Practice*, 41(2), 375–394.
doi:10.2202/1949-6605.1339
- Dugan, J. P. (2011). Research on college student leadership development. In *The Handbook for student leadership development* (2nd ed., pp. 1–36). San Francisco: Jossey-Bass.
- Dungy, G. J. (2003). Organization and functions of student affairs. In S. R. Komives & D. B. Woodard (Eds.), *Student Services* (4th ed., pp. 339–357). San Francisco: Jossey-Bass.
- Dungy, G. J. (2009). Re-inventing student affairs: The search for mission in changing times. *Journal of College and Character*, X(5), 1–7. doi: 10.2202/1940-1639.1431
- Dungy, G. J. (2011). Ripening the time: Learning from the past to prepare the future. *Journal of Student Affairs Research and Practice*, 48(3), 265–278.
doi:10.2202/1949-6605.6208

- Engstrom, C. M. (1999). Promoting the scholarly writing of female doctoral students in higher education and student affairs graduate programs. *Journal of Student Affairs Research and Practice*, 36(4), 264–277. doi:10.2202/1949-6605.1090
- Evans, N. J., & Reason, R. D. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development*, 42(4), 359–377.
- Fried, J. (2002). The scholarship of student affairs: Integration and application. *Journal of Student Affairs Research and Practice*, 39(2), 120–131. Retrieved from <http://journals.naspa.org/jsarp/vol39/iss2/art7/>
- Gellin, A. (2003). The effect of undergraduate student involvement on critical thinking: A meta-analysis of the literature 1991-2000. *Journal of College Student Development*, 44(6), 746–762. doi:10.1353/csd.2003.0066
- Glassick, C. E. (2000). Elusiveness of the scholarship of teaching. *Academic Medicine*, 75(9), 877–880. Retrieved from <https://www.academicped.org/events/assets/Glassick%20article.pdf>
- Guido, F. M., Chávez, A. F., & Lincoln, Y. S. (2010). Underlying paradigms in student affairs research and practice. *Journal of Student Affairs Research and Practice*, 47(1), 1–22. doi:10.2202/1949-6605.6017
- Gunersel, A. B., Barnett, P., & Etienne, M. (2013). Promoting self-authorship of college educators: Exploring the impact of a faculty development program. *Journal of*

Faculty Development, 27(1). Retrieved from

http://www.temple.edu/tlc/research/publications/Journal_of_Faculty_Development_Jan_2013.pdf

Haggis, T. (2009). What have we been thinking of? A critical overview of 40 years of student learning research in higher education. *Studies in Higher Education*, 34(4), 377–390. doi:10.1080/03075070902771903

Hancock, D. R., & Algozzine, B. (2006). *Doing case study research: A practical guide for beginning researchers*. New York: Teachers College Press.

Hay, G. W. (2003). Executive Ph.D.s as a solution to the perceived relevance gap between theory and practice: A framework of theory-practice linkages for the study of the executive doctoral scholar-practitioner. *International Journal of Organizational Behaviour*, 7(2), 376–393. Retrieved from http://www.researchgate.net/publication/237534241_EXECUTIVE_PHDs_AS_A_SOLUTION_TO_THE_PERCEIVED_RELEVANCE_GAP_BETWEEN_THEORY_AND_PRACTICE_A_FRAMEWORK_OF_THEORY-PRACTICE_LINKAGES_FOR_THE_STUDY_OF_THE_EXECUTIVE_DOCTORAL_SCHOLAR-PRACTITIONER

Herdlein, R. (2004). Survey of chief student affairs officers regarding relevance of graduate preparation of new professionals. *Journal of Student Affairs Research and Practice*, 42(1), 51–71. Retrieved from <http://www4.ncsu.edu/~ladare/eac595/readings/herdleinl.pdf>

- Herdlein, R., Riefler, L., & Mrowka, K. (2013). An integrative literature review of student affairs competencies: A meta-analysis. *Journal of Student Affairs Research and Practice, 50*(3), 250–269. doi:10.1515/jsarp-2013-0019
- Hirt, J. B. (2007). The student affairs profession in the academic marketplace. *Journal of Student Affairs Research and Practice, 44*(2). doi: 10.2202/1949-6605.1803
- Hookway, N. (2008). 'Entering the blogosphere': some strategies for using blogs in social research. *Qualitative Research, 8*(1), 91–113. doi:10.1177/1468794107085298
- Huang, Y. (2004). Academic and co-curricular involvement: Their relationship and the best combinations for student growth. *Journal of College Student Development, 45*(4), 391–406. Retrieved from http://mtw160-198.ippl.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_college_student_development/v045/45.4huang.pdf
- Hyman, D., Gurgevich, E., Alter, T., Ayers, J., Cash, E., Fahnlne, D., ... Wright, H. (2001). Beyond Boyer: The uniSCOPE model of scholarship for the 21st century. *Journal of Higher Education Outreach and Engagement, 7*(1 & 2), 41–65. Retrieved from <http://openjournals.libs.uga.edu/index.php/jheoe/article/viewFile/214/202>
- Jablonski, M. (2005). Where is the scholarship in student affairs? *Journal of Student Affairs Research and Practice, 42*(2), 147–152. doi: 10.2202/1949-6605.1476

- Jablonski, M., Mena, S. B., Siko, K. L., Manning, K., & Carpenter, S. (2006). Scholarship in student affairs revisited: The Summit on Scholarship. *Journal of Student Affairs Research and Practice*, 43(4), 182–200. Retrieved from <https://digital.library.txstate.edu/bitstream/handle/10877/3154/fulltext.pdf>
- Janosik, S. M., Carpenter, S. D., & Creamer, D. G. (2006). Intentional professional development: Feedback from student affairs professionals. *Journal of Student Affairs Research and Practice*, 43(4), 127–146. Retrieved from <https://digital.library.txstate.edu/bitstream/handle/10877/3153/fulltext.pdf?sequence=1>
- Janosik, S. M., Creamer, D. G., & Humphrey, E. (2004). An analysis of ethical problems facing student affairs administrators. *Journal of Student Affairs Research and Practice*, 41(2), 555–573. doi:10.2202/1949-6605.1338
- Jones, S. R., Torres, V., & Arminio, J. (2006). *Negotiating the complexities of qualitative research in higher education*. New York: Routledge.
- Joniak, L. (1994). The qualitative paradigm: An overview of some basic concepts, assumptions and theories of qualitative research. *Qualitative Research*. Retrieved from http://www.slis.indiana.edu/faculty/hrosenba/www/Research/methods/joniak_qual_par.pdf
- Keeling, R. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: National Association for Student Personnel

Administrators, American College Personnel Association. Retrieved from
www.myacpa.org/pub/documents/learningreconsidered.pdf

Keeling, R. (2006). *Learning Reconsidered 2: Implementing a campus-wide focus on the student experience*. Washington, DC: National Association for Student Personnel Administrators, American College Personnel Association. Retrieved from
<http://www.nirsa.org/docs/Discover/Publications/LearningReconsidered2.pdf>

Kezar, A. J. (2000). Higher education research at the millennium: Still trees without fruit? *The Review of Higher Education*, 23(4), 443–468. doi:
10.1353/rhe.2000.0018

Kezar, A. J. (2003). Enhancing innovative partnerships: Creating a change model for academic and student affairs collaboration. *Innovative Higher Education*, 28(2), 137–156. doi:10.1023/B:IHIE.0000006289.31227.25

Kinzie, J., & Schuh, J. H. (2008). DEEP (Documenting Effective Educational Practice) colleges and universities as communities. *Journal of Student Affairs Research and Practice*, 45(3), 406–424. doi: 10.2202/1949-6605.1880

Komives, S. R. (2000). Both/and, not either/or: viewing the gap as social construction. *Journal of College Student Development*, 42(4), 338–341. Retrieved from
eric.ed.gov/?id=EJ634263

- Kuh, G. D. (1995). The other curriculum: Out-of-class experiences associated with student learning and development. *The Journal of Higher Education*, 66(2), 123–155. Retrieved from <http://www.jstor.org/stable/2943909>
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Kuh, G. D., & Ewell, P. T. (2010). The state of learning outcomes assessment in the United States. *Higher Education Management and Policy*, 22(1), 9–28. Retrieved from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ881548&ERICExtSearch_SearchType_0=no&aceno=EJ881548
- Kuk, L., & Banning, J. H. (2009). Organizational structures: Perceptions of senior student affairs officers. *Journal of Student Affairs Research and Practice*, 46(1), 94–118. Retrieved from <https://www.umass.edu/studentlife/sites/default/files/images/designing%20student%20affairs%20organizational%20structures.pdf>
- Kuk, L., Cobb, B., & Forrest, C. (2007). Perceptions of competencies of entry-level practitioners in student affairs. *Journal of Student Affairs Research and Practice*, 44(4), 664–691. doi: 10.2202/1949-6605.1863

- Love, P. (2012). Informal theory: The ignored link in theory-to-practice. *Journal of College Student Development, 53*(2), 177–191. doi:10.1353/csd.2012.0018
- Love, P. G. (2012). Informal theory: The ignored link in theory-to-practice. *Journal of College Student Development, 53*(2), 177–191. doi:10.1353/csd.2012.0018
- Love, P., Kuh, G. D., MacKay, K. A., & Hardy, C. M. (1993). Side by side: Faculty and student affairs cultures. In *Cultural perspectives in student affairs work* (pp. 37–58). Lanham, MD: ACPA.
- Lovell, C. D., & Kosten, L. A. (2000). Skills, knowledge, and personal traits necessary for success as a student affairs administrator: Meta-analysis of thirty years of research. *Journal of Student Affairs Research and Practice, 37*(4), 553–572.
Retrieved from
http://dkchoi.weebly.com/uploads/9/7/2/0/9720068/skills_knowledge_and_personal_traits...as_a_student_affairs_administrator_lovell_kosten.pdf
- Magolda, P. M. (2005). Proceed with caution: Uncommon wisdom about academic and student affairs partnerships. *About Campus, 16*–21. Retrieved from
<http://onlinelibrary.wiley.com/doi/10.1002/abc.113/abstract>
- Malaney, G. D. (2002). Scholarship in student affairs through teaching and research. *Journal of Student Affairs Research and Practice, 39*(2), 132–146.
doi:10.2202/1949-6605.1165

- Mallory, S., & Clement, L. (2009). Accountability. In G. S. McClellan, J. Stringer, & associates (Eds.), *The handbook of student affairs administration* (pp. 105–139).
- Manning, K. (1996). Contemplating the myths of student affairs. *Journal of Student Affairs Research and Practice*, 34(1). doi: 10.2202/1949-6605.1003
- Manning, K. (2009, February). Practicing student affairs in interesting times: Questions to consider. *Student Affairs Leader*. Retrieved from <http://www.magnapubs.com/newsletter/story/2207/>
- Manning, K., Kinzie, J., & Schuh, J. (2014). *One size does not fit all: Traditional and innovative models of student affairs practice* (2nd ed.). New York: Routledge.
- Mather, P. C., Smith, K. J., & Skipper, S. (2010). A matter of competence: A national study of the preparation of new student affairs professionals. *International Journal of Educational Leadership Preparation*, 5(4), 1–15. Retrieved from <http://cnx.org/content/m35847/1.1/>
- McClellan, G. S. (2010, November). Getting a start in student affairs. *The Chronicle of Higher Education*, 1–6. Retrieved from <http://chronicle.com/article/Getting-a-Start-in-Student/125391>
- Merriam, S. B. (1998). *Qualitative Research and Case Study applications in education*. San Francisco: Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.

National Association for Student Personnel Administrators & American College

Personnel Association. (2010). *ACPA and NASPA professional competency areas for student affairs practitioners* (pp. 1–30). Retrieved from

http://www.naspa.org/images/uploads/main/Professional_Competencies.pdf

National Association for Student Personnel Administrators Research and Scholarship

Task Force. (2011). *A research and scholarship agenda for the student affairs profession*. Retrieved from

<http://nasparegion5.files.wordpress.com/2012/02/naspa-research-agenda.pdf>

National Association for Campus Activities. (2009). *Competency guide for college*

student leaders. Retrieved from

http://www.sbctc.ctc.edu/college/studentsvcs/naca_college_student_leader_comp_ency_guide-facilitator_version.pdf

National Association for Campus Activities. (2012). *NACA strategic plan*. Retrieved

from <https://www.naca.org/aboutus/strategicplan/Pages/default.aspx>

National Center for Education Statistics. (2014a). *Characteristics of postsecondary*

faculty. Retrieved from http://nces.ed.gov/programs/coe/indicator_cuf.asp

National Center for Education Statistics. (2014b). *IPEDS Data Center*. Retrieved October

15, 2014, from

<http://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acadb4abadab>

- Nuss, E. M. (1993). The role of professional associations. In M. J. Barr (Ed.), *The handbook of student affairs administration* (pp 267-278). San Francisco: Jossey-Bass.
- Nuss, E. M. (2003). The development of student affairs. In S. R. Komives, D. B. Woodard, & Associates (Eds.), *Student services: A handbook for the profession* (pp. 65–88). San Francisco: John Wiley & Sons, Inc.
- Oakley, F. (1997). The elusive academic profession: Complexity and change. In *Daedalus* (pp. 43–66). Retrieved from <http://www.jstor.org/stable/20027458>
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students (Vol. 2): A third decade of research*. San Francisco: Jossey-Bass.
- Porterfield, K. T., Roper, L. D., & Whitt, E. J. (2011). Redefining our mission: What does higher education need from student affairs? *Journal of College and Character*, 12(4), 1–7. doi:10.2202/1940-1639.1853
- Reason, R. D., & Kimball, E. W. (2012). A new theory-to-practice model for student affairs: Integrating scholarship, context, and reflection. *Journal of Student Affairs Research and Practice*, 49(4), 359–376. doi:10.1515/jsarp-2012-6436
- Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professionals in student affairs. *Journal of Student Affairs Research and Practice*, 44(2), 367–391. Retrieved from <https://www.msu.edu/~renn/RennHodgesNASPAJournal.pdf>

- Renn, K. A., & Jessup-Anger, E. R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the National Study of New Professionals in Student Affairs. *Journal of College Student Development, 49*(4), 319–335.
doi:10.1353/csd.0.0022
- Rentz, A. L., & Zhang, N. (2011). *Student affairs practice in higher education*.
Springfield, IL: C.C. Thomas.
- Rhatigan, J. (2009). From the people up: A brief history of student affairs administration. In G. S. McClellan, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* (pp. 3–18). San Francisco, CA: John Wiley & Sons, Inc.
- Roper, L. D. (2001). Can we unite the scholarship of student affairs? A response to “Uniting scholarship and communities of practice in student affairs” by Gregory S. Blimling. *Journal of College Student Development, 42*(4), 397–400. Retrieved from <http://eric.ed.gov/?id=EJ634269>
- Roper, L. D. (2003). Teaching. In S. R. Komives, D.B. Woodard & Associates (Eds.), *Student services: A handbook for the profession* (pp. 466–483). San Francisco: John Wiley & Sons, Inc.
- Sandeen, A. (1991). *The chief student affairs officer: Leader, manager, mediator, educator*. San Francisco, CA: Jossey-Bass.
- Sandeen, A. (2010). Educating the whole student: The growing academic importance of student affairs. *Change, 28*–33. doi: 10.1080/00091380409605577

- Sandeen, A. (2011). Does student affairs have an enduring mission? *Journal of College and Character, 12*(4), 1–8. doi:10.2202/1940-1639.1852
- Sandmann, L., Saltmarsh, J., & Meara, K. O. (2008). An integrated model for advancing the scholarship of engagement: Creating academic homes for the engaged scholar. *Journal of Higher Education Outreach and Engagement, 12*(1), 47–64. Retrieved from <http://www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/komeara/IntegratedModelforAdvancingScholarship.pdf>
- Saunders, S. A., Bates, J. M., Register, M. D., Daddona, M. F., & Cooper, D. L. (2000). Who is writing research articles in student affairs journals? Practitioner involvement and collaboration. *Journal of College Student Development, 41*(6), 609–615. Retrieved from <http://eric.ed.gov/?id=EJ621103>
- Schein, E. H. (2004). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass.
- Schroeder, C. C., & Pike, G. R. (2001). The scholarship of application in student affairs. *Journal of College Student Development, 342–355*. Retrieved from <http://eric.ed.gov/?id=EJ634264>
- Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. In *Handbook of Qualitative Research* (pp. 118–137). Thousand Oaks, CA: Sage Publications.

- Simsek, H., & Louis, K. S. (1994). Organizational change as paradigm shift: Analysis of the change process in a large, public university. *The Journal of Higher Education*, 65(6), 670–695. Retrieved from <http://www.jstor.org/stable/2943824> .
- Smith, S. F., & Rodgers, R. F. (Robert F. (2005). Student learning community of practice: Making meaning of the student learning imperative and principles of good practice in student affairs. *Journal of College Student Development*, 46(5), 472–486. doi:10.1353/csd.2005.0056
- Sriram, R. (2011, October). Engaging research as a student affairs professional. *NASPA Net Results*. Retrieved from http://works.bepress.com/rishi_sriram/10
- Sriram, R., & Oster, M. (2012). Reclaiming the “scholar” in scholar-practitioner. *Journal of Student Affairs Research and Practice*, 49(4), 377–396. doi:10.1515/jsarp-2012-6432
- Stake, R. E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 435–454). Thousand Oaks, CA: Sage Publications.
- Stake, R. E. (2006). *Multiple case study analysis*. New York: The Guilford Press.
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York: The Guilford Press.
- Torres, V., Benjamin, M., & Jacoby, B. (2010). *Tensions around the use of research and theory in student affairs practice: A critical view* (pp. 1–12). Retrieved from

http://convention.myacpa.org/documents/program/2012_senior_scholar_tensions_around_research.pdf

- Torres, V., Walbert, J., Alley, K., Black, D., Cuyjet, M., Ester, J., ... Whitt, E. (2010). *Envisioning the future of student affairs: Final report of the Task Force on the Future of Student Affairs*. Retrieved from http://www.naspa.org/images/uploads/main/Task_Force_Student_Affairs_2010_Report.pdf
- U.S. News & World Report. (2014). *U.S. News college rankings*. Retrieved November 02, 2014, from <http://colleges.usnews.rankingsandreviews.com/best-colleges>
- Wasik, J. (2013, September 4). Three Reasons Why College Bubble Will Burst. *Forbes*, 12–14. Retrieved from <http://www.forbes.com/sites/johnwasik/2013/09/04/three-reasons-why-college-bubble-will-burst/>
- White, J. (2002). Student affairs scholarship: Reconsidering questions toward possibilities for liberation, collaboration and innovation. *Journal of Student Affairs Research and Practice*, 39(2), 158–165.
- Whitt, E. J., Kellogg, A. H., McDonald, W. M., Guentzel, M. J., & Wells, C. A. (2008). Principles of good practice for academic and student affairs partnership programs. *Journal of College Student Development*, 49(3), 235–249. doi:10.1353/csd.0.0007
- Winston, B. R. B., Creamer, D. G., & Miller, T. K. (2001). *The professional student affairs administrator: Educator, leader, manager*. New York: Routledge.

- Wooten, B. M., Hunt, J. S., LeDuc, B., & Poskus, P. (2012). Peer leadership in the cocurriculum: Turning campus activities into an educationally purposeful enterprise. In *New Directions for Higher Education* (pp. 45–57). doi:10.1002/he
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological , theoretical and methodological differences. *European Journal of Education, 48*(2). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12014/abstract>
- Yin, R. K. (2013). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage Publications.
- Young, R. B. (2001). A perspective on the values of student affairs and scholarship. *Journal of College Student Development, 42*(4), 319–337.
- Zainal, Z. (2007, June). Case study as a research method. *Jurnal Kemanusiaan*, Retrieved from http://eprints.utm.my/8221/4/48-case-study-as-a-research-method.html_Itemid=1328

Appendix A

Campus Activities Practitioner Interview Protocol

Campus Activities Practitioner Interview Protocol

Good afternoon and thank you so much for your willingness to participate in my research. As you may already know my name is Cindy Kane and this research is for my doctoral dissertation at the University of Nebraska.

I'll be recording and having this conversation transcribed, but I will be giving you the opportunity to review the transcript for accuracy. In addition, I'll be assigning both you and your institution a pseudonym to help to protect your confidentiality.

As you may have heard, my study is intending to explore the scholar-practitioner identity in student affairs using campus activities as an area of study. The study comes from three areas of my background. First, it comes from my engagement with members of my campus community discussing their questions

Are you ready to get started?

NAME: _____ CAMPUS: _____

1. When you hear the phrase scholar-practitioner, what do you think that means for a campus activities practitioner?
2. Do you recall a time when the phrase "scholar-practitioner" was emphasized during your preparation in the field?
3. We're next going to talk about scholarship using four frames of scholarship developed by Ernest Boyer. (handout).
 - a. Teaching
 1. In what contexts do you feel members of your department engage in teaching on your campus? How do you think the department environment helps you to advance your goals?

2. Are you encouraged to submit proposals for conference presentations? Have you submitted proposals in the past few years?
 3. Based on your experience within the department, what obstacles do you perceive to engaging in this type of scholarship? Probe: Is there anything that could give you ability to overcome these obstacles?
 4. What goals do you have for yourself in the area of teaching?
- b. Discovery
1. Have you done research at any point in your career? Are you interested in doing research in the future? Probe: If not, why not?
 2. When you think about your department as a whole, how do you assess your level of skill for doing research? Probe: What areas of additional training and development might you need?
 3. Based on your experience in this department, what obstacles do you perceive to engaging in this type of scholarship? Probe: *Is there anything that could give you ability to overcome these obstacles?*
 4. Do you read published scholarship regularly? Do you discuss articles you may find as a staff?
 5. Do you believe remaining current with published scholarship and current trends in research is important in your department? Why or why not?
- c. Application
1. What professional association service have you engaged in? Probe: *If not yet, why not?*

2. Based on your experience within the department, what obstacles do you perceive to engaging in this type of scholarship? Probe: Is there anything that could give you ability to overcome these obstacles?
3. Does your department encourage you to engage in this form of scholarship? How?

d. Integration

1. What examples have you seen where theory and practice come together in the work of your department?
2. Have you had the opportunity for meaningful collaboration with faculty in any of the forms of scholarship we have discussed? If so, tell me about those opportunities. If not, why not?
3. Based on your experience within the department, what obstacles do you perceive to engaging in this type of scholarship? Probe: Is there anything that could give you ability to overcome these obstacles?

Concluding questions:

1. After discussing all of these frames of scholarship, are there any areas of emphasis that may be reflected in your professional development goals for the coming year? How do you think they will be supported?
2. Two of the major professional associations supporting campus activities professionals (ACUI, NACA) have highlighted interest in more robust research agendas and seem to be elevating their focus on scholarship. Do you see this goal of more focus being realized? Why or why not?

Probe: What do you think has to change for it to be realized?

3. Some higher education scholars envision a continuum between identity as “scholar” and identity as “practitioner.” Place yourself somewhere along this scholar/practitioner continuum and please share your rationale for making that selection. How do you rate your supervisor? The VPSA? Your department as a whole?

Appendix B

Informed Consent



INFORMED CONSENT

Title of Research:

A Place for Scholarship in Campus Activities Practice

Purpose of Research:

This study will explore the roles that scholarship may play in the work of campus activities practitioners. You must be a campus activities practitioner and have been employed full-time in the field for at least one year beyond graduation from full-time enrollment as a student.

Procedures:

Participation in this study will require approximately 1 hour of your time. For department directors, you will be asked to participate in one recorded interview. Participation will take place at the participant's campus in a specific location convenient to the participant that affords privacy.

Risks and/or Discomforts:

There are no known risks or discomforts associated with this research. If any emotional distress arises as a result of the conversations in the interviews, the researcher will refer the participant to available resources for further support.

Benefits:

There are no financial benefits to the participant for participating in this project. However, you may enjoy intrinsic benefits from knowing that you are contributing toward the advancement knowledge of the campus activities profession.

Confidentiality:

Any information obtained during this study that could identify you or your institution will be associated with assigned pseudonyms. Online communication through the Directors' Journal page will be managed using those pseudonyms as well. All data will be stored on an external hard drive. Upon completion of the project, the raw information will be deleted.

Compensation:

There is no financial compensation for participating in this research.

Opportunity to Ask Questions:

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Or you may call the investigator at any time, office phone, (508) 531-1269, or after hours (508) 942-8238. You may also contact Dr. Brent Cejda at bcejda2@unl.edu or by phone at (402)472-0989. If you would like to speak to someone else, please call the Research Compliance Services Office at 402-472-6926 or irb@unl.edu.

Freedom to Withdraw:

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the researchers or the University of Nebraska-Lincoln in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

Signature of Participant:

Signature of Research Participant

Date

Name and Phone number of investigator(s)

Cindy Kane, cindy.kane@bridgew.edu or (508) 531-1269

Brent Cejda, Bcejda2@unl.edu or (402)472-0989

Appendix C

Director's Journal discussion prompts

Director's Journal discussion prompts

1. Thinking back to your activities over the course of the past few months, please describe activities you have engaged in or have observed in your staff that can be described using Boyer's (1990) forms of scholarship including discovery, application, teaching and integration.

Additional question: Does the tie between Orientation and campus activities departments establish a tie to scholarship that is different from what would exist if the department didn't have Orientation?

2. During the past month on campus, have you noticed any enthusiasm among colleagues, supervisors or those you supervise for engagement with scholarship in any of Boyer's (1990) forms? Please describe what you have seen.

Additional question: Do you think "best practices" research is a form of scholarship?

3. Over the course of the past month, have you seen evidence of obstacles to engagement with scholarship in any of its forms in your department, division or institution for campus activities professionals? What have you noticed and what (if anything) do you believe can be done to overcome that obstacle?
4. Do you believe your supervisor embraces the idea of engagement in scholarship for campus activities professionals? How do you know this to be true?

5. What dynamics do you think may specifically impact campus activities administrators who have a scholar-practitioner identity that may be unique to campus activities when compared to other areas of student affairs?

Appendix D

Senior Student Affairs Officer Interviews

Senior Student Affairs Officer Interviews

Good afternoon and thank you so much for your willingness to participate in my research. As you may already know my name is Cindy Kane and this research is for my doctoral dissertation at the University of Nebraska.

I'll be recording and having this conversation transcribed, but I will be giving you the opportunity to review the transcript for accuracy. In addition, I'll be assigning both you and your institution a pseudonym to help to protect your confidentiality.

As you may have heard, my study is intending to explore the scholar-practitioner identity in student affairs using campus activities as an area of study. You have seen the main questions ahead of time that we will be discussing today, but please keep in mind that I may add some additional questions if I need to further clarify your thoughts or to build on something that other participants have brought forward.

Are you ready to get started?

You have a handout in front of you that describes four aspects of scholarship that were defined by Ernest Boyer in his 1990 publication *Scholarship Reconsidered*. Boyer's intent was to broaden the way universities framed scholarship in order to expand the faculty rewards and recognition structures.

In this study, I am trying to apply Boyer's framework to explore how practitioners in campus activities may engage with scholarship. Throughout our conversation, we will be referring to these definitions so please take a minute to review them before we start.

Let's begin.

1. My study focuses on the scholar-practitioner identity as specifically applied in the campus activities functional area. In your career, have you observed campus activities practitioners who approached their work with this blended approach?
 - a. If yes, tell me more specifically about their scholar-practitioner approach.
 - b. If no, why do you believe that is true?
2. Think about a composite evaluation of your staff here in the campus activities area. Talk with me about your perception of their knowledge, skills and abilities if they were to choose to integrate these forms of scholarship into their work.
 - a. Scholarship of discovery. *Probe: Are those skills at a level you believe is preferred for you and your role on campus? What areas of additional training and development might the group need?*
 - b. Scholarship of application. *Probe: Are those skills at a level you believe is preferred for you and your role on campus? What areas of additional training and development might you need?*
 - c. Scholarship of teaching. *Probe: Are those skills at a level you believe is preferred for you and your role on campus? What areas of additional training and development might you need?*
 - d. Scholarship of integration. *Probe: Are those skills at a level you believe is preferred for you and your role on campus? What areas of additional training and development might you need?*
3. How do you share your personal expectations with your campus activities staff members about staying current with published scholarship and engagement with other

forms of the scholarship of our profession? Have the campus activities staff members met those expectations?

4. What role does the campus as a whole play for a campus activities professional that may support a scholar-practitioner approach to campus activities work?
5. What role do professional associations play in supporting a scholar-practitioner approach to campus activities work?
6. What obstacles do you think campus activities professionals may face in engaging with scholarship?

Appendix E

Email script for invitation to potential participants



Dear colleague,

My name is Cindy Kane and I am a Ph.D. candidate in Educational Leadership and Higher Education here at the University of Nebraska Lincoln. I am currently completing my dissertation to better understand how campus activities professionals integrate scholarship into campus activities practice. This dissertation has the potential to assist both campus leaders and leaders of professional associations to better understand the potential for campus activities professionals to engage with a scholarly community.

Based on a sampling strategy I have developed for this study, your campus activities department has been identified as a department that I would like to include in my research. I am writing to ask for your involvement in my study during the time period of (date) to (date). This would require my visit to your campus to enable me to complete individual interviews with the campus activities professionals in your department as well as an individual interview with the senior student affairs officer on your campus. In addition, I would ask for the director of campus activities to respond to writing prompts on a wiki page to interact with other directors involved in the study.

Your confidentiality and the confidentiality of your staff members will be respected at all times. All individuals will be identified using pseudonyms, including contributions made by department directors on the wiki page, and your campus will also be defined using a pseudonym as well.

This project has been approved by the Institutional Research Board of the University of Nebraska-Lincoln (IRB# 20140514363EX).

If you would be interested in willing to participate in this study, please contact me by (date) so that we can begin discussing a date for my campus visit and processes that may be required by your institution's Institutional Research Board. My e-mail is cindy.kane@bridgew.edu or you may reach me by telephone at (508) 531-1269.

Thank you for your time and consideration. I hope you and your staff members will be willing to share your professional experiences for the potential long-term benefit of the profession.

Sincerely,

Cindy Kane

Ph.D. candidate, Educational Leadership and Higher Education

Dr. Brent Cejda

Professor and Department Chair, Educational Administration

Appendix F

Attestation of External Auditor

External Audit Attestation

Niki J. Rudolph, Ph.D.

Audit Attestation

Cindy Kane requested that I complete a methodological audit of her qualitative collective case study entitled, “A place for scholarship in campus activities practice: A collective case study.” The audit was conducted in October and November of 2014. The purpose of this audit was to determine the extent to which the results of the study achieved internal validity and trustworthiness.

The audit was based on materials provided by Cindy for my review. These materials provided evidence of the data supporting the findings of the study and verified the researcher’s adherence to the research process. Cindy provided the following materials via email:

- Research proposal draft (April 2014)
- Case profiles of all four cases and SSAO segmentation
- Electronic files of codes derived from interviews for each case
- Electronic inventory of all codes, with parent codes
- Electronic mind maps of research questions
- Samples of participant journal entries
- Revised version of dissertation chapters one through four

Audit Procedure

The following steps were taken for the audit:

1. Initial discussion of role of the auditor
2. Review of research proposal
3. Review of draft dissertation chapters one through four
4. Review of researcher identified codes and themes
5. Review sample journal entries
6. Review of case profiles and comparison to researcher identified themes from coding
7. Read subsequent drafts of dissertation with special attention to identification of themes in findings and their independence from conclusions.
8. Write and submit the signed attestation to the researcher.

The following discussion details the auditor’s procedure and findings:

Initial discussion

Cindy Kane was the Director of Student Involvement at Bridgewater State University while a graduate student at the University of Nebraska-Lincoln. In her professional role, she regularly collaborated with student affairs professionals across the country, including myself. Throughout our collaborations, we had regular discussion of the dissertation research process. In April 2014, we discussed my possible role as a peer debriefer but eventually decided on my serving as an external auditor of the methodology. In October 2014, Cindy provided me with initial documentation of the dissertation draft of chapter four and supporting materials. Throughout October and November 2014, she has provided additional materials to support my audit of her methodology.

Review of the proposal

The initial research proposal was reviewed to establish an understanding of the evolution of the research questions and an awareness of the general direction of the study. The research was conducted as original stated, with the exception of travel and scheduling conflicts making face-to-face interviews not possible in all situations.

Review of data analysis

Case coding. The auditor reviewed coding for each of the four cases. The coding files established evidence for each code that emerged as part of the data analysis. The auditor randomly selected two cases and noted emerging themes from the codes on a separate document to compare with researcher theme construction.

Case profiles. The auditor reviewed files containing profiles of each case institution. The case profiles provided the researcher's initial observations and subsequent relationships identified to theme. The case profiles also provided evidence of in-case analysis, reference of other document analysis, and identification of researcher's role in understanding the reality of each campus.

Cross-case coding. The auditor cross-checked codes and parents codes in the theme construction and evaluated their consistency in addressing the research questions. Where the auditor's identified themes did not wholly align with the researcher's themes, the auditor referred to the case profiles and mind maps provided to provide further evidence.

Review of dissertation draft

The auditor reviewed the first and subsequent drafts of chapter four to ensure that Cindy consistently represented the data in her findings in addressing the research questions. The themes were consistent throughout and supported by participants' statements and existing literature on this topic.

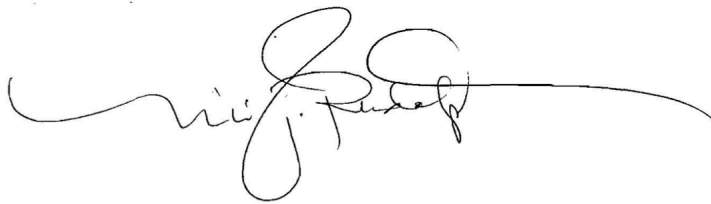
Conclusion

Having reviewed the materials provided by the researcher, I submit the following conclusions regarding the research process and findings produced in the dissertation:

The process of this study was consistent with the research design outlined in the methodology. It is this auditor's opinion that the study remained consistent with the accepted qualitative research practices. Cindy was clear in her methods, transparent in her execution, and diligent in striving for validity through triangulation, member checks, peer examination of the data, and identifying researcher biases throughout the process (Merriam, 1998). Her process of in-case analysis and cross-case analysis was consistent with the participant responses and coding themes she established.

In reviewing the drafts of the final chapters one through four, it is this auditor's opinion that trustworthiness has been established. The findings are consistent with the data. The study was carefully designed and executed, with attention to validity. The participant data supports the emerging themes and Cindy's findings as a contribution to the literature in this area.

Attested to by Niki J. Rudolph this 19th day of November, 2014.

A handwritten signature in black ink, appearing to read 'Niki J. Rudolph', with a long horizontal flourish extending to the right.

Niki J. Rudolph, Ph.D.

Director of Student Affairs

Residential College in the Arts and Humanities

Michigan State University