

UNDERSTANDING THE PROCESS OF ORGANIZATIONAL CHANGE:
A STUDENT AFFAIRS CASE STUDY

A Dissertation presented to the Faculty of the Graduate School
at the University of Missouri

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

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MAY 2015

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UNDERSTANDING THE PROCESS OF ORGANIZATIONAL CHANGE:
A STUDENT AFFAIRS CASE STUDY

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ACKNOWLEDGEMENTS

I would never have been able to finish my dissertation without the guidance of my committee members, help from friends, and support from my family. I would like to express my deepest gratitude to my advisors, Dr. Brad Curs and Dr. Rozana Carducci for their excellent guidance and patience with my process. A new job, moving across the Midwest, and being a long-distance student provided ample opportunity for my energy to focus elsewhere. Our monthly Skype advising sessions kept me on task. I would also like to thank my colleagues at the University of Missouri and Indiana University Purdue University Indianapolis for supporting and encouraging this endeavor, especially Dr. Zebulun Davenport who encouraged my critique of the process he undertook at IUPUI. Additionally, I would like to thank my dissertation support group here at IUPUI. Our meetings each month allowed a welcome respite from the hassles of the day and applied enough positive peer pressure to keep me on track.

Finally, I would also like to lovingly thank my wonderful parents, Dennis and Nancy Hayes, supportive parents-in-law, Jerry and Bonnie Disque, my sister Jill and excellent siblings-in-law, Neal, Damian and Megan. They were always supporting me and encouraging me with their best wishes. Finally, I would like to whole heartedly thank my two beautiful sons, Jackson and Oliver, and my best friend, chief motivator and loving partner, Emily Hayes. They are the overarching factor in my decision to pursue this degree and it would not have been completed without them in my life.

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ABSTRACT

The purpose of this case study is to describe the process of organizational restructuring and redesign within the division of student affairs at an institution of higher education. The study featured the process that occurred when the new Chief Student Affairs Officer (CSAO) arrived in the summer of 2011 at Indiana University Purdue University Indianapolis and the subsequent redesign of the student affairs division. This study is important to the practice of student affairs because it provides insight into the redesign process that can typically only be obtained through experiencing it. The literature review I conducted includes a review of structural organizational theory, a breakdown of the various types of organizational structures, and an outline of the strengths and weaknesses of the current organizational forms currently used in higher education. This dissertation augments the existing literature through a case study approach to examine the process of organizational redesign.

I used a qualitative within-site case study approach of the organizational change that occurred in the summer of 2011 with the arrival of a new Vice Chancellor for Student Life at Indiana University Purdue University Indianapolis. I interviewed nine student affairs administrators present at the time of the change and reviewed documents concerning the change to come to my conclusions. This includes a detailed description of the chronology of the change process and a thematic analysis of the change that occurred.

The primary implication garnered from this case study is that student demographics and needs should determine how a student affairs organization is designed. As an institution, IUPUI's student demographic has transitioned over the years to be

younger and more traditionally aged, thus, the division of student life needed to be restructured to best support its changing students demographics. It is imperative that the design of student affairs organization match the needs of a campus student population.

The secondary implication is the balance between input and decision-making when it comes to organizational change. Dr. Davenport used his limited time and influence between his hire and start date to build trust and gather input from numerous stakeholders. His actions were deliberate and sincere, but upon collection and analysis of the qualitative and quantitative data, a decision was made to make a change in structure. That decision occurred nine days into Dr. Davenport's tenure and set the tone for the upcoming year in the reconfigured division. CSAOs should be cognizant of the division and campus culture before taking the executive decision approach.

Chapter One

As state subsidies have declined, the tuition charged at public institutions has represented a higher percentage of the total revenue to educate their students (Fethke, 2011). Additionally, emphasis on expanding enrollments to off-set the reductions in state appropriations has put a strain on universities, including student affairs organizations, adding more responsibilities to staffs that are not growing (Kuk, 2012). As if the new financial situation is not difficult enough for administrators, there are also new challenges in the nature, amount, and type of services offered by student affairs organizations. The higher education industry is requiring new approaches towards providing student support (Kuk, 2012). Student affairs divisions need to be organized to accommodate growing student service requirements with models that allow for greater self-sufficiency and entrepreneurship in order to deal with these changing realities.

One example of this new approach was a change at Texas Tech University. “A massive dismantling of the student affairs infrastructure at Texas Tech University has placed many departments under the provost and chief operating officer, eliminating three top administrative positions and startling others in the profession” (Grasgreen, 2011, p.1). The reasons given for this change were \$500,000 in salary savings and a more seamless process of communication between the academic and non-academic sides of the university. This solution to the changing environment should put student affairs divisions on alert. This change illustrates a new reality that student affairs organizations may face

across the nation as institutions look to shave personnel from the top echelons of university administration.

Tim Pierson, then member at-large for senior professionals on the governing board of ACPA College Student Educators International and vice president for student affairs at Longwood University in Virginia, responded to the Texas Tech situation with the assertion “cutting administrative overhead is important in this time, but you have to be careful where you do it and what the real costs are” (Grasgreen, 2011, p.1). Dr.

Pierson went on to say that:

It is a complex setting today that needs great expertise at these levels. Student affairs play a huge role in developing the student that graduates from our college today. Students spend 80 percent of time outside of class, student affairs professionals need to be there for that. (Grasgreen, 2011, p.1)

The Texas Tech example should alarm chief student affairs officers (CSAOs) regarding the value of their organizations as determined by institutional decision-makers.

In the 100 plus years that student affairs organizations have existed, adaptive ways to meet the changing demands of the work have been sought. These challenges have included higher enrollment, declining resources, and greater calls for accountability, emerging technologies, new methods of communication and a greater connection to external constituencies (Tull & Kuk, 2012). Student affairs leaders who design their organizations so that they can continually plan for and adapt to change may be better equipped to deal with and prevent situations similar to what happened at Texas Tech. CSAOs can more effectively begin to set up their teams with redesign knowledge based in organizational theory.

Organizational theory provides a roadmap for student affairs administrators in the redesign process. New research and theory on organizational design suggest modern organizations need to be flexible, responsive, collaborative, and adaptive (Ashkenas, Ulrich, Jick, & Kerr, 2002; Galbraith, 2002; Hesselbein, Goldsmith, & Beckhard, 1997). Unfortunately, according to Kuk (2009), these concepts are not always synonymous with higher education due to its bureaucratic and balkanized culture. This means that change in higher education occurs so deliberately it nears stagnation and requires leadership to be determined, focused, and have the ability push through barriers. The new realities of the industry will hopefully expedite this process.

Gaining a more comprehensive understanding of organizational design processes should be helpful in crafting successful student affairs divisions. Kuk's (2009) study of senior student affairs officers identified five reasons for making organizational design changes within their units of responsibility: a) addressing financial concerns; b) meeting strategic priorities; c) enhancing efficiencies and effectiveness; d) promoting teamwork and collaboration; and e) reducing hierarchical approaches to decision making. Kuk's study helps us understand why student affairs organizations are changing but we know very little about how these organizations are going about adjusting their structures and communicating those changes to their various stakeholders. Greater understanding of organizational structuring and redesign of student affairs divisions and departments will lead to better understanding of how it can be accomplished and lead to improvements in practice.

This study sought to understand how flexibility, responsiveness, and collaboration are operationalized in the process of changing a student affairs organizational structure.

Bess and Dee's (2008) model of organizational design is the guiding conceptual framework for this study. The five organizational contingencies they outline provide a roadmap for inquiry and analysis. Specifically, I conducted a case study of organizational change at Indiana University Purdue University Indianapolis (IUPUI). By interviewing members of the division of student affairs who worked at the institution during the organizational change that occurred, I was able to determine perceptions of the organization as a result of the redesign process. These insights will provide future decision-makers data with which to set their own direction regarding organizational change.

Purpose Statement

The purpose of this case study is to describe the process of organizational restructuring and redesign within the division of student affairs at IUPUI. This study featured the process that occurred when the new CSAO arrived in the summer of 2011 and the subsequent redesign of the student affairs division. The structure and design of organizations are generally defined as the differentiation and integration of work to best meet mission and goals (Kuk, Banning, & Amey, 2010). This study offers additional perspective to practitioners considering organizational redesign by increasing the understanding of how it is operationalized. Bess and Dee (2008) submit that the consideration of five major contingencies is necessary for understanding and deciding on optimum design for a particular organization: the external environment, the technologies it uses, its goals, its culture, and its size. An organization's success can be influenced by their interaction, hence the research questions guiding my case study are:

- 1) What does the process of restructuring a division of student affairs look like?

- 2) How do contingencies (e.g., external environment, technology, goals, culture, and size) influence the restructuring process?
- 3) What are the divisional perceptions of the student affairs organizational redesign process?

Methodology

In general, case studies are the preferred strategy when “how” and “why” questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context (Yin, 1989). The questions posed in this case study focus on “how” the process of organizational redesign occurred at IUPUI. The literature review answers “why” organizations of these types exist but does little to explain “how” they come to be and change. The case study methodology provides an appropriate opportunity to answer those questions because it analyzes multiple sources of information resulting in an interpretation of the meaning of the case as well as lessons learned from the case (Creswell, 2007). Analyzing multiple sources of information through interviews with staff influenced resulted in an interpretation of the meaning of the case by getting answers to my research questions. The case study approach allowed me to answer the “how” questions regarding the changes that occurred at IUPUI.

I used a qualitative within-site case study approach of the organizational change that occurred in the summer of 2011 with the arrival of a new Vice Chancellor for Student Life at IUPUI. I interviewed ten student affairs administrators present at the time of the change and reviewed documents concerning the change to come to my

conclusions. These include a detailed description of the chronology of the change process and a thematic analysis of the change that occurred.

Significance

This study is important to the practice of student affairs because it provides insight into the design process that can typically only be obtained through experiencing it. The literature review I conducted includes a baseline of structural organizational theory, a breakdown of the various types of organizational structures, and an outline of the strengths and weaknesses of the current organizational forms used in higher education today. The literature is saturated with the theoretical forms of organizational models. What it does not provide is instruction on how to execute such a change. My research augments the current literature by using a case study approach to examine the process of organizational redesign.

In addition, this study illustrates a modern organization attempting to be flexible, responsive, collaborative, and adaptive to maintain effectiveness. These four themes indicate what drives the organizational redesign process in student affairs divisions today (Kuk, 2009). In essence, my study operationalized the previous research conducted around student affairs and organizational design. Other chief student affairs officers will be able to apply the lessons learned from this study to their own institutions.

Definitions

Organizations - social entities that are goal directed, designed, and deliberately structured, coordinated activity systems and are linked to the external environment (Daft, 1998).

Organizational design - constructing and changing an organization's structure to achieve the organization's mission and goals more effectively (Kuk et al., 2010).

Organizational effectiveness - the degree to which an organization realizes its goals (Daft, 1998).

Organizational goals – a desired state of affairs that the organization attempts to reach (Daft, 1998).

Student affairs - a university division of labor that includes professionals representing various student services (e.g., auxiliaries, enrollment services, housing, wellness). Each student affairs division structure is unique to the institution.

Summary

The administrative dismantling that occurred at Texas Tech is a precautionary tale for CSAOs across the country. Knowing the reasons why they should change does not offer a blueprint to do so. How to change a student affairs organization is the problem this case study attempts to solve. This study describes in detail the organizational change process at IUPUI by examining the perspectives of the stakeholders involved. This case study provides unique insight so that current and future CSAOs can use the lessons learned as they prepare their organizations for organizational change.

Chapter Two

The purpose of this case study is to describe the process of organizational restructuring and redesign within the division of student affairs at IUPUI. To accomplish this purpose I need to provide a basis for understanding organizational structure and the unique factors surrounding student affairs organizations and the profession. I will review the origins of classical organization theory: authors focus on its history (Fayol, 1949; McCallum, 1856; Smith, 1776; Taylor, 1916; Weber, 1922), and on various types of classic organizations (Mintzberg, 1979). This research establishes a baseline of understanding organizations in general as well as within the context of higher education. I will also review literature, examining student affairs' organizational structure, which provides a greater understanding of the organizational make-up of student affairs at various types of institutions across the country. Surveys conducted by Kuh (1989), Ambler (1993, 2000), Kuk and Banning (2009) provide insight into the current structures along with their strengths and weaknesses.

The guiding conceptual framework for this study is Bess and Dee's (2008) model of organizational design because it provides a model of inquiry with stakeholders. Bess and Dee's five contingencies bestow a roadmap for questions to ask and themes to code with when analyzing responses. This literature is important because it purveys a basis of understanding why these organizations exist, how they have evolved over time, and the external factors that are forcing them to change.

Classic Organization Theory

Classic organizational structure theory. Structural organization theory is concerned with hierarchical levels of authority and coordination along with horizontal differentiations between units (Shafritz et al., 2005). Early structural theorists include Adam Smith, Daniel McCallum, Fredrick Winslow Taylor, Max Weber, and Henri Fayol. Smith's (1776) division of labour highlights the positive effects of specialization in regards to overall productivity within the organization. This work came at the dawn of the industrial revolution and is the most notable and influential statement on the economic rationale of organization (Shafritz et al., 2005). McCallum (1856) elucidated general principles of Smith's organization, focused on the flow of information up and down and is credited with designing the first organizational chart (Shafritz et al., 2005).

Taylor expanded on the work of Smith and McCallum by focusing on increasing output by using scientific methods to discover the fastest, most efficient, and least fatiguing production methods (Shafritz et al., 2005). Taylor's (1916) approach highlights scientific management and its use in making the worker more efficient, thereby generating more wealth for themselves and the world. Taylor sought to find the most advantageous method to get work done within the design of the organization. Weber took a more macro view at the organization, drawing upon studies of ancient organizations in Egypt, Rome, China, and the Byzantine Empire (Shafritz et al., 2005). Weber (1922) outlines a bureaucracy, a specific set of structural arrangements, and how those in the organization function. Fayol focused his study on the theory of management within the organization and believed that his concept of management was universally applicable as well (Shafritz et al., 2005). His primary contributions were his 14 principles that ensured

organizational success (Fayol, 1949). Each of these men built their theories using each other's work. These theorists viewed organizations as machines requiring boundaries between units. They relied on predictability and accuracy, achieved through control, specialization, the vertical flow of information, and limited exchanges with the external environment (Kuk, 2012).

The significance of these works is their collective progression describing the efficiency of work and the definition of organizations. The maturation of classical organization theory parallels the development of student affairs organizations in that they have both expanded with time. Individual deans of men and women broadened into personnel departments and, eventually, divisions dedicated to student services (Ambler, 2000). As these new organizations developed, they used scientific management and established bureaucracy to more efficiently serve students, while their demands for service increased and diversified.

Mintzberg's organizational types. The development of organizational structure theory continued in the second half of the twentieth century. Henry Mintzberg emerged as one of the most widely respected management and organizational theorists because of his synthesis of numerous schools of organization and management theory (Shafritz et al., 2005). Derived from the classical work previously cited, Mintzberg updated organizational structure for the modern era. Mintzberg (1979) suggested that every organization has five basic parts: the operating core, strategic apex, middle line, technostructure, and support staff.

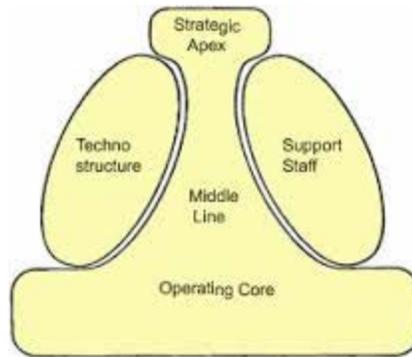


Figure 1: Mintzberg's Model (Mintzberg, 1979, p. 20)

This model is a creative departure from traditional views of formal organization structure because of its five interdependent parts described in further detail below (Shafritz et al., 2005). The operating core is the individuals who do the basic work related to the direct product or service. The strategic apex is the individuals charged with overall responsibility for the organization. The middle line is the front-line supervisors who direct formal authority over the operating core, but take direction from the strategic apex. The technostructure is the analysts who make the work more effective but are removed from the operating work flow. The support staff provides indirect support for the basic missions of the organization. He proposed that these five parts could fit together in five basic configurations.

Mintzberg (1979) offers different conceptions for what this model could look like for various organizations. First is the simple or entrepreneurial structure, which includes two levels: the strategic apex and an operating level. Bolman and Deal (2008) assert “the virtues of simple structure are flexibility and adaptability; one or two people control the entire operation” (p. 80). Those attributes can become liabilities when sole authorities are the only initiators of change. Authorities too close to day-to-day operations are more likely to lose sight of big picture strategic issues (Bolman & Deal, 2008).

The second structure is the machine bureaucracy, which has a large support staff and technostructure, with many layers between the apex and operating level. This model's strength lies in repetition and efficiency; however, the challenge is motivating workers who do the same thing all day. Individual creativity may undermine consistency and uniformity. As such, this model is best for organizations that focus on efficiency in the execution of their objectives.

The third model is a professional bureaucracy with very few managerial levels creating a flat and decentralized profile. The strength of this configuration is that control relies in the professionals and their expertise. The weaknesses include challenges to coordination and quality control. This model is best for organizations that want to assemble employees into committees to make the best decisions for the unit, not just the most efficient (Hardy, 1991).

The fourth Mintzberg model is a divisionalized organization where work is done in quasi-autonomous units that take advantage of economies of scale, resources, and responsiveness to the market. These strengths provide great advantages, but their corresponding weaknesses are the potential battles for control between the divisions and the headquarters. Large size is associated with this structure; complex organizations such as General Electric, PepsiCo, and Johnson & Johnson are examples of this model (Daft, 1998). Large universities are naturally divisionalized with organizations for academic affairs, business affairs, student affairs, and external affairs.

The final form outlined by Mintzberg is an adhocracy, which is a loose and flexible model held together through lateral means. It functions as an organizational tent or ad hoc structure. The advantages of this model include a greater ability for

spontaneous creativity, but inability to mobilize quickly is a marked disadvantage. This model is useful for organizations looking for innovation resulting from cross-departmental boundaries and breaking down the traditional silos of any industry (Hardy, 1991).

The five configurations allow top management to design an organization to achieve harmony and fit (Daft, 1998). Mintzberg's (1979) work is significant because his models delineate structures that currently exist in industries, including higher education. The modern student affairs organization often includes a strategic apex (vice presidents, deans, and directors), the middle line (assistant directors and coordinators), the technostructure (marketing, fiscal, assessment, and IT professionals) as well as support staff (administrative assistants, facilities, and student employees). As such, Mintzberg's models are well-suited for university studies. Mintzberg's work, grounded in classical organization structure theories, is the guiding framework for this study. Next I discuss how student affairs organizations are likely to be classified based on the types described above.

Student Affairs Organizations

Current student affairs organizational structures have evolved and taken shape in accordance with Mintzberg's (1979) designs. History tells us that the needs and demands of students will continue to evolve. LeBaron Russell Briggs began his work at Harvard in 1890 as the school's first personnel dean. He was a one-person office focused on the enforcement of rules on the student population. His appointment came with no job description, organizational chart, or set of professional standards, but it was the birth of what we know today as student affairs (Sandeen, 1996).

The profession evolved over the next 40 years from its paternalistic beginnings to one focused on student development. *The Student Personnel Point of View* (American Council on Education, 1937) was a document that shaped the core values of the profession, but did not prescribe a specific organizational structure (Manning, Kinzie & Schuh, 2006). This foundational document was authored by an influential group of educators interested in the growing extracurricular programs and activities prevalent on college campuses in the early 20th century. The document was revised in 1949 to reflect major changes in American life and on campuses following World War II (Rhatigan, 2000). The earliest deans of men and women focused on the wholeness of persons and fostering their development. Walter Dill Scott, a psychologist at Northwestern University in 1911, assisted the U.S. Army with its personnel classification system during World War I. Scott was appointed the President of Northwestern in 1919 where he created a personnel system based upon his military accomplishment. It was his belief that students should be looked upon as more than a candidate for a degree, but as an individual trained for a life of service (Blackburn, 1969). This philosophy, along with the college enrollment growth and subsequent student unrest of the 1950s and 60s, cemented the need for student affairs administrators with new sophistication and complexity. Student affairs organizations were organized according to existing organizational theory that supported a mechanistic and functional alignment of units (Ambler, 1993, 2000).

Student affairs professionals work in a wide range of functional areas within many types of institutions including 4-year colleges and universities, 2-year and community colleges, historically Black colleges and universities, Hispanic-serving institutions, tribal colleges and universities, religiously affiliated schools, women's and

men's institutions and for-profit institutions (Dungy, 2003). Divisions evolve uniquely within each institution according to its mission and goals. Some traditional and emerging functional areas of student affairs are the following: academic advising, admissions, assessment, athletics, campus safety, career development, college or student unions, community service and service learning programs, commuter services and off-campus housing, counseling and psychological services, dean of students, dining and food services, disability support services, enrollment management, financial aid, fundraising, graduate and professional student services, fraternity and sorority life, health services, international student services, judicial affairs, leadership programs, LGBT student services, multicultural student services, orientation and new student programs, recreation and fitness programs, religious programs and services, registration services, residence life and housing, student activities, and women's centers (Dungy, 2003).

Over a century after Dr. Briggs' appointment at Harvard, student affairs is a highly organized profession in the United States and around the globe. The services and programs provided by divisions of student affairs have been deemed essential to every institution's mission (Ambler, 2000). Over time, new programs and services have been added to the array of existing programs and services (e.g., housing, health services, activities, and auxiliaries) with little attention focused on how these organizations might be designed to effectively meet the institution's mission or address student needs (Ambler, 2000). "Student affairs leaders are beginning to develop and implement new organizational designs and structures and are shifting resources to meet emerging challenges while dealing with the decrease in overall resources" (Kuk, 2012, p. 7). Research and theory on organizational design suggest modern organizations need to be

flexible, responsive, collaborative and adaptive to maintain effectiveness (Kuk, 2009).

The following research lays the groundwork for student affairs divisions at various institutional types going forward and provides a backdrop for my study.

Modern student affairs organizational structures. David Ambler (1993, 2000) was a pioneering voice in early research of student affairs organizations (Kuk, 2009). In 1992, Ambler conducted a study and found a wide variety of organizational structures in more than 100 student affairs divisions. The four basic models he discovered were the revenue source, affinity of services, staff associates, and the direct supervision. Short summaries of these models are described below.

The revenue source model includes auxiliary units, often required to cover their costs associated with their revenue sources (e.g., college bookstores and campus dining operations). How services are organized depends on the number of units involved, various financial restrictions, and the amount of funds and the breakdown of funding between general fee/state appropriations and self-generated. The advantages include direct accountability for important financial functions. The disadvantage is that so much time can be spent on financial matters that other areas can be neglected (Kuk, 2009).

The affinity of services model describes services clustered by the similarity of their purpose (for example a wellness department that includes recreation, health, and counseling services). Specialists are responsible for the various clusters and supervisors become experts in their areas. The CSAO exercises executive control and ensures proper coordination and integration. The problem with this model is that it can be elongated and highly bureaucratic. The distance between decision makers inhibits communication and cross-unit consultation (Kuk, 2009).

The staff associates model allows the chief student affairs officer to maintain direct leadership, while controlling technical and administrative tasks through staff assistants. These associates administer key divisional resources and processes (e.g., budget, information technology, and human resources). This model's advantage allows for specialization to occur without creating territorial boundaries between units. The main disadvantage of this approach is that the staff associates may become power brokers by using the skills and specialties that they provide to wield power and play favorites (Kuk, 2009).

The final model is direct supervision, where all student service units report to one chief student affairs officer. This model most likely occurs with smaller student affairs divisions (Kuk, 2009). Communication and decision-making channels are clearly defined. The disadvantage of this model is that it is becoming harder to operate in this simplistic fashion due to the additional institutional management functions being put upon CSAO positions (Kuk, 2009).

The significance of Ambler's (1993) survey is the breadth and depth he revealed of the maturing profession. His review of the literature and survey resulted in the following observations:

the programs and services found within the organizational units of student affairs within all collegiate types and sizes had become large, comprehensive, and very diverse; many student affairs programs had been assigned full responsibility for programmatic and financial operations of traditional student service auxiliaries; the elevation of SSAOs to the vice president and executive management level was virtually universal at all classification types of higher education institutions; and although he observed a growing trend for the SSAO to report to a chief administrative officer, (a) the structure of student affairs divisions had become highly complex and specialized in all types of colleges and universities, (b) the span of control varied widely among all types of institutions, (c) and the

title given to both student affairs officers and staff varied widely across types of institutions. (Kuk & Banning, 2009, pp. 97-98)

The pace of the maturing profession is a contributing factor in lack of process details surrounding the changes occurring in these units. Dynamic and rapid changes in the external environment require these organizations to change more quickly and differently than in the past (Kuk, 2012).

Organizational difference based on institution type. Kuk (2009) researched current student affairs organizational structures and found that the most common models of organizational structure were those based on institutional type. Through her research, she identified work differences amongst these models, which are critical factors when it comes to creating unique organizational structures that align with institutional mission and goals. The following are summaries of common organizational models used within student affairs based on institutional mission and type (Hirt, 2006; Kuk, 2009), as well as their tie to the Mintzberg (1979) models described earlier.

Baccalaureate and liberal arts colleges have lower numbers of full-time student affairs professional staff, as they serve a smaller-scale residential student body. Hierarchical depth is limited; this simple structure ensures that staffs cross over various service areas. Student affairs professionals in this structure are generalists in that they fulfill roles that may be filled by numerous administrators or offices on larger campuses. This flexibility and adaptability serve this type of institution well. In some cases student affairs professionals at this institution type will report through an academic dean or to the president of the college (Kuk, 2009).

Master's colleges and universities are generally larger and have more complex student affairs organizations with more units and defined hierarchical units, such as a

professional bureaucracy. “These organizations are often served by centralized budgeting and human resource operations and receive resource services from other institutional units such as facilities, maintenance, and security” (Kuk, 2009, p. 319). Coordination and control between the various specialties becomes more complex in this structure but the specialized professional provides a deeper level of expertise to the campus.

Student affairs organizations at doctoral granting and research intensive universities have generally more complex and divisionalized structures. Units and individuals are increasingly specialized. Additionally, these organizations are more likely to have auxiliary and fee-funded areas that operate as decentralized units responsible for generating their own revenue and use it within their own areas. These structures provide tremendous economies of scale for their campuses but can be accompanied by larger silos of professionals with less in common with one another across the division (Kuk, 2009).

Finally, community colleges structures normally concentrate on student retention and academic support services. Student affairs organizations are small in number of full-time staff and attend to local or regional student populations and their successful transitions to and from these institutions, similar to Mintzberg’s (1979) adhocracy model. The flexibility offered by this format allows offices to flex staff in between the areas when they are needed most during the academic year. An example is using advising staffing during the registration/orientation phases of the school year (Kuk, 2009).

Presently, the matrix structure is the most popular model adopted by student affairs organizations (Kuk, 2012). This hybrid structure is formed by combining the functional and process models described above and allows for the traditional organization to have greater cross-unit communication, coordination, and collaboration (Kuk, 2012).

Kezar and Lester (2010) suggest these types of structures provide numerous benefits for addressing the challenges of the day. For example, they encourage more interaction, information sharing, and collective problem solving resulting in innovation and learning.

Student affairs organization redesign. Kuk and Banning (2009) conducted a study in 2007 similar to Ambler's (1993) in which CSAOs indicated they had redesigned some parts of their current student affairs organizational structure at some point during their time in their positions. Most CSAOs reported these changes had occurred when they first assumed their role. The changes were, for the most part, that of modest design change, such as shifting reporting lines among various units or merging two units together. The participants were asked why they decided to redesign all or part of their student affairs organizational structure. An analysis of their responses indicated that they redesigned their organizations for the following reasons: "(a) to address financial concerns, (b) to meet strategic priorities, (c) to enhance efficiencies and effectiveness, (d) to promote teamwork and collaboration, and (e) to reduce hierarchical approaches to decision-making" (Kuk & Banning, 2009, p. 106).

The same Kuk and Banning (2009) survey asked if any part of the student affairs organization had been restructured or reassigned in the last 10 years. The changes that were mentioned by those CSAOs answering yes included:

(a) moving enrollment service units out of student affairs to either academic affairs or a separate division of enrollment services, (b) moving the entire division of student affairs within academic affairs, (c) merging health and counseling services, (d) moving multicultural programs to a vice president for institutional diversity, and (e) moving the access office into student affairs (Kuk & Banning, 2009, p. 106).

These observations highlight the specialization movement within higher education (Kuk & Banning, 2009). Functions that previously reported through student affairs have broken out because of their growing importance or singularity of mission.

When asked what they would change if they could redesign all or part of their student affairs organization structure, the CSAOs responded with the following areas:

- (a) bring units not currently within student affairs into student affairs;
- (b) create assistant or associate vice president positions;
- (c) reduce the direct reports to the vice president;
- (d) have units report to different supervisors;
- (e) create functional clusters;
- (f) increase collaboration around issues with academic affairs; and
- (g) create changes to support student retention, student success, and student learning. (Kuk & Banning, 2009, p. 106)

Service efficiency and greater collaboration with academic counterparts are the guiding factors for these responses. When asked to explain what was constraining them from reorganizing their current structure to their desired model, the participants cited the following: “(a) lack of financial resources, (b) insufficient staff, (c) the traditional separation between student affairs and academic affairs, (d) time, (e) attitudes of faculty, and (f) current campus climate” (Kuk & Banning, 2009, p. 106-107). The significance of the Kuk and Banning’s study is it gives the profession a peek into the decision-making process of CSAOs regarding organizational change. The Kuk and Banning study does an excellent job explaining why student affairs organizations change; however, the study does not explore how these organizations go about this change, which is the basis of the current study.

This review has presented a description of the origins of organizational thought from the work of many researchers. It has also shown how their work was translated into more modern structures and how those alignments are manifested in higher education

institutions. To ensure organizational effectiveness, organizational design must take into account a variety of conditions at various levels.

Conceptual Framework

Bess and Dee (2008) submit that the consideration of five major contingencies is necessary for understanding and deciding on optimum design for a particular organization: the external environment, the technologies it uses, its goals, its culture, and its size. Bess and Dee identify these five variables as having both direct and indirect effects on organizational design. For example, the size of a student affairs division has an effect on the interdependence of the departments within that division that, subsequently, with a change in size, could produce a change in design. I have selected Bess and Dee's model of organizational design as the guiding conceptual framework for this study because it provides me with a guide to inquiry with the stakeholders involved with my case study. Also, the five contingencies provide a roadmap for questions to ask and themes to code when analyzing responses.

The Bess and Dee (2008) model is an appropriate approach to organizational design (e.g., Galbraith, 2002; Draft & Noe, 2001; Orton & Weick, 1990) because it is an expansion of Mintzberg's (1983) contingency hypothesis, which asserts that the more an organization accounts for contingencies the more efficient and effective it will be. When applied to the context of this study, the Bess and Dee framework suggests the CSAO must be continually aware of these contingencies while planning in order to ensure positive change through organizational redesign. Additionally, the model highlights that assumptions and decisions about each of the five contingencies dictate how the relationships among the departments are structured. This, in turn, affects the

organization's overall design (Bess & Dee, 2008). The interdependence of departments within student affairs divisions is an overarching factor that needs to be accounted for when performing any kind of structural redesign. The following is a brief overview of the five contingencies and how I used them to formulate the basis of my case study.

External environment. The external environment is what happens outside the boundaries of the college or university (Bess & Dee, 2008). External environmental conditions could include changing student demographics, uncertain budgets, or greater competition in the market. Within the context of my study, it is assumed that different parts of the student affairs organization will interact with various environmental factors throughout the academic year. Daft (1998) notes that organizations should account for any environmental uncertainty that they encounter in order to achieve appropriate design. Uncertainty occurs when leaders do not have sufficient information about environmental factors to make decisions. The better the match between environmental characteristics and organizational design, the more effective the organization will be (Bess & Dee, 2008).

An example of an external environment factor would be an institution where the majority of new students are first-generation college students. Being aware of this environmental factor would encourage the student affairs division to organize itself in a way that caters to this population with specialized offices and departments focused on making the blind transition from high school to the university setting. To gain insight into the external environmental contingencies, I examine the environmental factors that influenced the case study organization's restructuring process and design. For example,

this necessitated an analysis of enrollment trends to get a better sense of the changing student demographic.

Technology. A higher education organization's technology is defined as the process by which inputs are converted into outputs (Bess & Dee, 2008). Put a different way, the transformative tasks that the organization undertakes (e.g., orientating new students to the campus, residence hall move-in, textbook rental/buy-back, and immunizations). Accordingly, the core technology of student affairs often has a campus or regional flair, which makes it hard to standardize (Bess & Dee, 2008). For example, with respect to the technology of student orientation, a university located in a rural area with outstanding natural habitats might be able to put together a successful summer orientation program using outdoor adventure methods to build community and sense of place for new students. An urban campus is not likely to engage in a similar new student orientation technology due to the restricted access to outdoor areas and facilities. The urban campus still has the responsibility to connect students to one another and their campus, but it must adopt technologies appropriate for its particular context. Given the location and student characteristics of the case study institution, my study looked at the technologies unique to an urban campus with a high first-generation student population and a student demographic that is getting younger and how these characteristics shaped the student affairs redesign.

Goals. Goals identify what the organization signifies for members, consumers, and clients and set a tone for the way the organization is designed (Bess & Dee, 2008). "Clear goals with short-term time perspectives lend themselves to mechanistic organizational designs, while ambiguous goals, whose achievement takes place over long

periods and which are difficult to measure, are usually matched with more organic designs” (Bess & Dee, 2008, p. 190). For example, the goal of having 95% of students get a flu shot is clear and measurable and procedures can be designed to meet that goal. On the opposite end of the spectrum having all students “be involved” is less clear with a greater variety of ideas about how it could be measured. Broad ranges of activities may be seen as addressing the goal, so more flexibility is allotted in the organizational design. In the interest of examining the organizational goal contingency, I asked participating student affairs professionals directly about both the clear and ambiguous goals of the institution and how they influenced the process in which change occurred. An interesting piece of analysis I conducted with this contingency was to identify similarities or differences between goals observed by various members of the student affairs leadership team participating in the study, which speaks to clarity of vision and communication among organizational parts.

Culture. The design of an organization is also influenced by its own norms and values (Schein, 1992). The culture contingency describes the emotional feel of an organization (Bess & Dee, 2008). Culture is determined by numerous variables, including the size and type of institution, degrees of trust between staff members, and other cooperative norms. Several cultural variables should be considered in relation to organizational design. For example, a trusting culture requires fewer controls than one that is untrusting (Bess & Dee, 2008). Another example would be that a decentralized design provides more opportunities for informal decision-making as long as collegiality amongst staff members is strong. My case study explores a leadership change and the new CSAO’s perception of divisional culture speaks directly to the process taken towards

redesign. Additional participants were identified who were able to define the student affairs organizational culture from non-student affairs perspectives. This allowed me to answer my third research question involving campus perceptions of the reorganization.

Size. The size contingency is measured by multiple variables including number of employees, budget, and student enrollment (Bess & Dee, 2008). The size of the institution influences the various roles filled by the professionals assigned to it. With increasing size comes more specialization, division of labor, complexity, and more need for coordination (Pfeffer, 1982). The institution I studied is a large and growing doctoral-granting institution (currently 30,000, striving for 35,000 students). As we identified earlier, student affairs organizations at doctoral granting and research intensive universities have generally more complex and divisionalized structures. These structures provide tremendous economies of scale for their campuses but can be accompanied by larger silos of professionals with less in common with one another across the division. I reviewed institutional population and strategic planning documents to better understand how size influenced institutional leaders' decisions pertaining to organizational redesign. The new CSAO came from a smaller institution, so exploring the dynamics of this contingency was significant in my research.

Summary

“It is the organization’s structure as a whole that enables, and in some cases limits, the organization’s ability to adapt and respond to the demands and expectations placed upon it” (Kuk, 2012, p. 13). Classic organizational theorists viewed organizations as machines that required boundaries between units. Over time, the boundaries between units shrunk, requiring new models to be adapted. Henry Mintzberg (1979) provides a

general perspective of this change. Within those themes we see the changes that have occurred in student affairs organizations. Increasing enrollments and more sophisticated demands have expanded and complicated student affairs units since their inception over a century ago. The literature is robust in reasons why these changes occurred. The strengths and weaknesses of the frameworks identified are reference points for studying my case. My process-focused research questions are answered because of my understanding of the models currently used in higher education and the organizational theories upon which they are based. The Bess and Dee (2008) contingencies influence the patterns of interdependency among the parts of the organization, which in turn affects the design. This literature review and framework guided my overall plan for examining my topic. They provided a roadmap for understanding the process of change for optimal design.

Chapter Three

As a result of diverse and complex pressures, student affairs divisions have seen both the breadth and depth of their responsibilities expand significantly since their inception (Stewart & Williams, 2010). The trend in 21st century industries is toward the increasing importance of the needs, wants, desires of stakeholders, and higher education is no different (Kuk, 2009). Student affairs divisions have existed for decades, yet little research concerning how their structures are designed to meet their increasing responsibilities exists. This study was conducted to provide CSAOs with a greater understanding of the process involved in organizational redesign. This research expands understanding of the organizational redesign in the context of student affairs by examining the influence and perceptions of individuals involved in the process of change. Student affairs organizations demonstrate their worth through effectively accomplishing institutional goals (Kuk, Banning & Amey, 2010). This is important to note because university presidents and provosts will continue to ask themselves whether or not their student affairs organizations are able to adapt to the new realities in higher education.

Research Questions

The purpose of this case study is to understand organizational change within divisions of student affairs at IUPUI. The research questions guiding this study are:

- 1) What does the process of restructuring a division of student affairs look like?
- 2) How do contingencies (e.g., external environment, technology, goals, culture, and size) influence the restructuring process?

- 3) What are the divisional perceptions of the student affairs organizational redesign process?

Readers are informed about student affairs organizational change and will be able to draw comparative conclusions based on their own experiences with organizations of this type. This study informs the reader about the perceptions of the interviewees regarding the restructuring process. The viewpoints shared inform current and future leaders based on the successes and challenges experienced at IUPUI.

Design for the Study

I used a qualitative within-site case study approach, focusing on the organizational change that occurred within a student affairs division at IUPUI with the arrival of a new chief student affairs officer. A case study is a research design that involves the study of an issue explored within a bounded system, e.g., a setting or context (Creswell, 2007). The hallmarks of a case study design are analyzing multiple sources of information resulting in an interpretation of the meaning of the case as well as lessons learned from the case (Creswell, 2007).

A case study is a good approach for this topic because it allows for an in-depth understanding of the issue (Creswell, 2007). Additionally, the case study is the best approach because answers the “how” questions regarding the changes that occurred at the institution I studied (Yin, 1989). My investigation included conducting interviews, reviewing documents, and taking field notes from both. The research necessitated a case study approach, bounded by the role of the administrators and campus that underwent a leadership change with a new chief student affairs officer in the summer of 2011. From this, I provided a detailed description of the case and the themes within, followed by a

thematic analysis (Creswell, 2007). The study concludes with recommendations that can be used by practitioners in the field and for further research.

The Case-IUPUI Division of Student Life

The institution at the center of this study is an urban public research university located in the Midwest. IUPUI's enrollment numbers are approximately 22,000 undergraduate and 8,000 graduate and professional students. The vast majority of students are commuters from the metropolitan area and surrounding counties. Only 1,667 students (6%) live on-campus in traditional residence halls or campus owned apartments. Between fall 2009 and fall 2013, enrollment of students under the age of 25 increased 6.5% and overall enrollment of students 25 and over decreased 6.5% (Appendix A). The student population is trending younger with more full-time students. Eighty-nine percent of the students are in-state residents, 58% female, 16% classified as ethnic minorities, and 5% are international students. The average student/faculty ratio is 19:1. There are 2,500 faculty members, and over 90% of the full-time faculty has either a professional or doctoral degree.

The division of student affairs was established in 1999 after a reorganization of the office of the Vice Chancellor for Undergraduate Education. The first CSAO served in her role until 2010 and established the organization as a divisionalized bureaucracy.

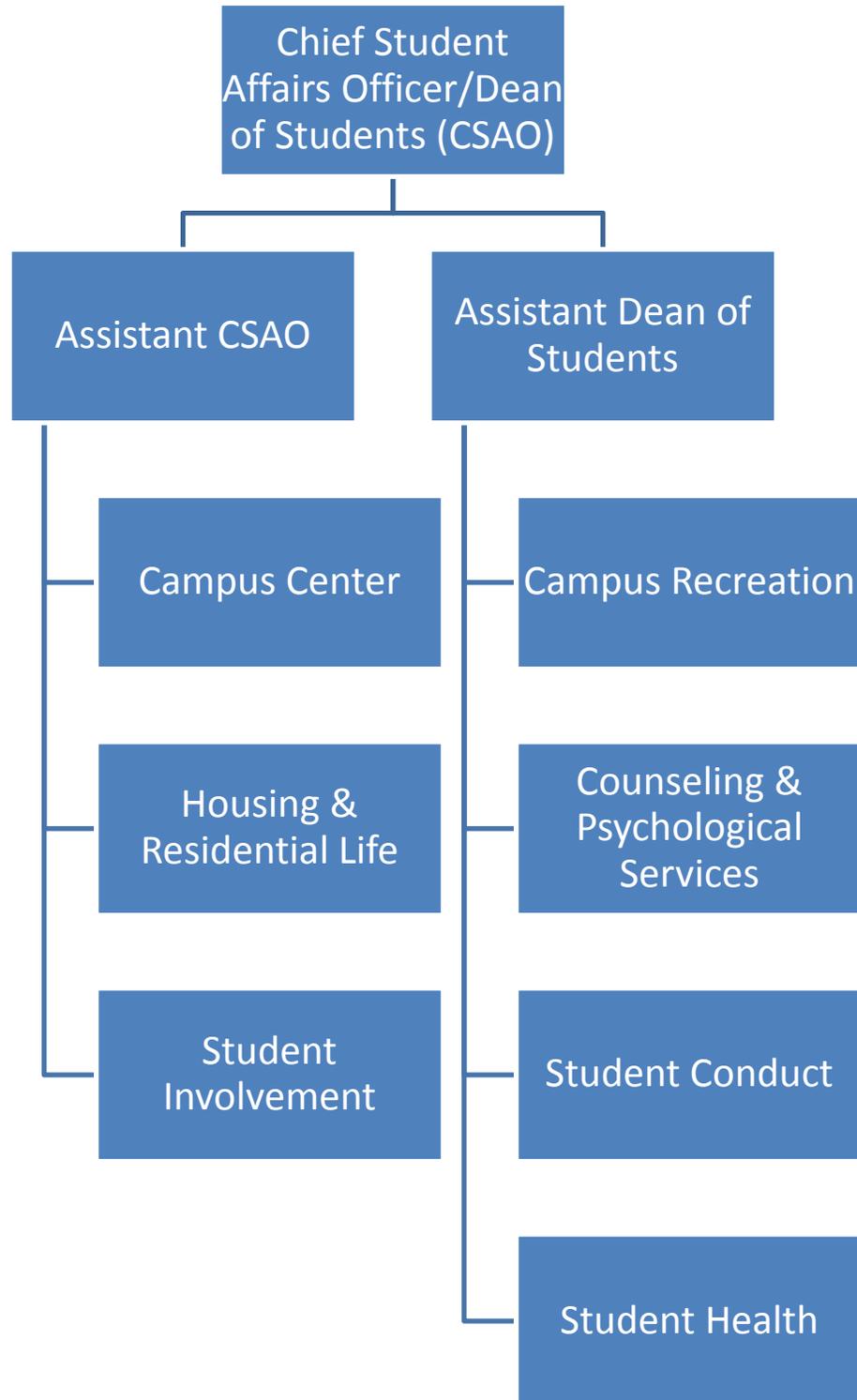


Figure 2: pre-Summer 2011 organizational chart

Following a year with an interim leader, the new CSAO arrived in 2011 and redesigned the organization.

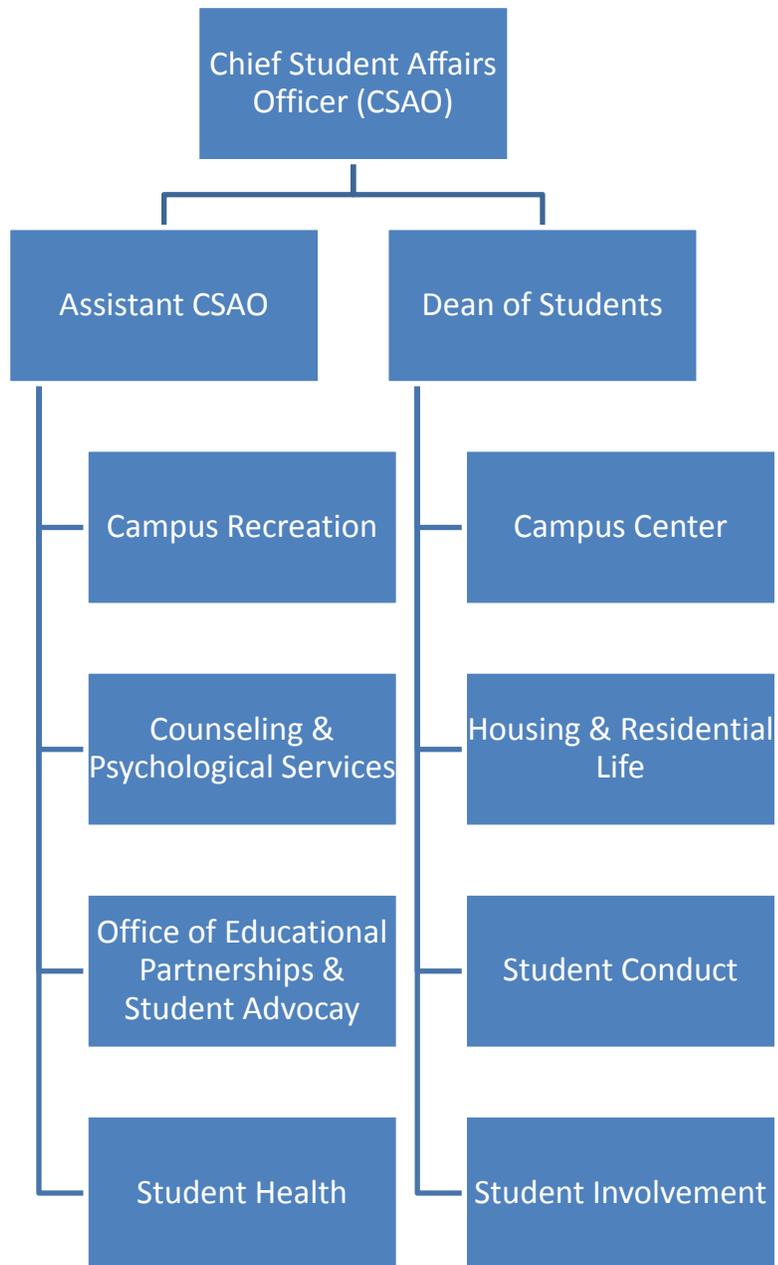


Figure 3: post-Summer 2011 organizational chart

This study helps the reader understand the process that occurred when the new CSAO arrived in the summer of 2011 and how he redesigned the student affairs division.

Data Collection

The following sub-sections outline my participants and data collection procedures, the methods I used, and the strategies behind them. The last sub-section

outlines the institutional review board (IRB) process for the ethical involvement of human subjects in my research.

Participants. Participants included staff members who were with the division during its period of reorganization. I reached out to the current directors within the division of student life and then relied on snowball sampling for other administrators based on their roles, responsibilities, and interactions within the student life division. 6 of the 10 interviewed had worked for the institution between 5 and 10 years. 3 have worked for the institution more than 10 years. The tenth interview was Dr. Davenport. Each constituency provided insight into the change process that occurred when new leadership was appointed to the student life division at IUPUI. Through them, I was able to better understand the process, influences, benefits, and limitations of the organizational change. I began with the current leadership team of the division, which includes the Vice Chancellor (CSAO) and nine directors of the various units within the division. They were useful in providing an informed understanding of the research problem by confirming information and offering perceptions while, at the same time, opening other avenues for inquiry (Creswell, 2007; Yin, 1989). I asked members of the leadership team to recommend other members of the division who were a part of or affected by the organizational change process. I selected participants who were recommended based on their role in the organizational change that occurred. This interviewing approach provided information about the prior history of the division that allowed me to identify other relevant sources of evidence. This strategy brought to light the process of creating the current structure. It is important to note that all of the participants interviewed were staff members who made the transition through the organizational change. This ensured

consistency of the interviews conducted but could be viewed as limiting the views collected. I knew I had interviewed enough people – ten – when the answers to my questions became repetitive and stopped adding significant value.

Procedures – document collection. In order to obtain a sufficient understanding of current organizational design prior to the interview stage, I conducted a document review and search for archival records pertaining to the division of student life organization. Two documents in particular that were beneficial were the divisional self-study conducted prior to the arrival of the new CSAO (Appendix B) and the external program review report conducted two and a half years after his arrival (Appendix C). These documents were analyzed so that face-to-face interview time could be maximized with discussions about the roles the CSAO and other divisional staff played in the organizational redesign process. Additionally this process provided clues worthy of further investigation within the interview process and corroborated the information I gathered.

Procedures – interviews. Interviews were used as the primary strategy for data collection and were compared with relevant documents that I reviewed. Interviews were open-ended, allowing me to gather perceptions about events surrounding the organizational redesign process. Interviews were conducted one-on-one in a quiet location, recorded, and transcribed. The interview protocol (Appendix D) was informed by my conceptual framework, concentrating on the five Bess and Dee (2008) contingencies previously described and included approximately 11 open-ended questions designed in a semi-structured format to allow for individual variations (Yin, 1989). Interviewees were chosen opportunistically after meeting with the initial group allowing me to follow new leads and take advantage of unexpected revelations.

Human subjects' protection and other ethical considerations. Prior to beginning the study, I required participants to sign an informed consent form in compliance with the Institutional Review Board. The initial individuals who I interview were contacted via letter (Appendix E) explaining the purpose of my study and how their participation will enhance the quality of my efforts. Included in the letter was a participation consent form created in conjunction with my campus human subjects review board. Elements of the consent form included:

- the right of the participant to voluntarily withdraw from the study at any time
- the central purpose of the study and the procedures to be used in data collection
- comments about protecting their confidentiality
- a statement about known risks associated with participation in the study
- the expected benefits to accrue to the participants in the study (Creswell, 2007, p.123)

The form also identified the author, advisor, and educational program where the project originated.

Benefits included the opportunity for administrators at other institutions to compare themselves to this organizational design strategy as well as a more thorough understanding of the events that occurred at IUPUI. Risks to interviewees include their opinions being brought to light by the thoughts shared and in disagreement with their superior. A confidentiality section ensured all information regarding this project is kept according to legal and ethical guidelines. All information associated with participants is kept electronically behind firewalls accessible only by me. Every effort was made to protect the accuracy of the data and confidentiality of the participants.

The consent form ended with a statement of voluntary participation. Participants could have freely withdrawn from the project at any time without negative consequences

and information related to that interview would have been destroyed. Participants were also made aware that they were free to not answer any question or provide data that they were not comfortable with without negative consequences. The results of this study were identified as being used to fulfill a dissertation requirement with the potential for further publishing and conference presentations. If participants requested more details about the study, then contact information for the researcher and the faculty advisor was provided.

Data Analysis

I analyzed the case by detailing the chronology of events that led to and occurred during the organizational change process (Yin, 1989). Using the Bess and Dee (2008) conceptual framework, I explained the organization redesign process using the five contingencies: external environment, technology, goals, culture and size. How these contingencies manifested themselves in the process of redesign was revealed through the perspectives of the participants. I analyzed the case study data by building an explanation of the redesign process (Yin, 1989). Using the contingencies helped me focus on relevant data points. Then I categorically aggregated instances from the data collected where issue-relevant meanings and patterns emerged (Stake, 1995). I then collapsed the meanings and patterns into themes, and in the final section of the study, I developed an overview of the case (Creswell, 2007). Emergent themes beyond Bess and Dee's contingencies were categorized separately in the final section of the study. I determined consistency of information from the interviews, documents, and their shared meaning, and highlighted the lessons learned from the redesign process.

I began the process of analysis by reading the interview transcripts, observation notes taken while conducting the interviews and the documents that I collected that

highlighted the pre and post organization. During the reading, I took notes and made memos, tentatively developing categories and identifying relationships. I coded the similarities and differences in the data and categorized accordingly (Maxwell, 2013). This allowed me to organize the data into broader themes and issues to address using Bess and Dee's (2008) contingencies. Emergent themes outside of the Bess and Dee's contingencies did appear.

Role of Researcher

The largest ethical consideration I had is my participation in the study as an employee of the institution within student life. Consumers of this research could assume that as a researcher my tendencies could be to inflate the reputation of IUPUI to gain recognition or reward. Others could assume that I am using the findings to promote a personal or departmental agenda. Skeptics may be able to question the accuracy of the numbers reported because there may be an instance where inaccuracies in self-reporting can better the case for one school against another. In a field that is competitive, benchmarking data can be very powerful. While I was not a staff member when this organizational change occurred, it could be assumed that I might promote a false sense of success for the redesign in an attempt to gain favor with my supervisors.

I arrived on campus in the summer of 2012 and am currently the Director of the Campus Center. My arrival in the organization came one year after the organizational change occurred and at that time there was not much conversation about it. The climate in the division was positive and not until I began asking about the history of the division did I fully understand the changes that occurred a year earlier.

Trustworthiness

I incorporated several strategies to ensure the findings are credible, dependable, transferable and confirmable. Using multiple strategies enhanced my ability to assess the accuracy of my findings and convince my readers of that accuracy as well (Creswell, 2009). The strategies included clarifying my bias as an employee of the institution studied within the discussion with participants. Researcher bias has to do with how my values and expectations may influence the conduct and conclusions of the study (Maxwell, 2013). A second strategy undertaken was member checking to determine the veracity of qualitative findings. This allowed those interviewed an opportunity to confirm whether the recollections of the organizational change were accurate. I sent all participants a transcript of their interview and accorded them an opportunity to comment on the transcription. Finally, I used peer debriefing to enhance the transferability of the study. Using connections with higher education colleagues also working on their dissertations, I was able to garner consensus regarding the validity of the questions I asked during interviews. This strategy involves interpretation beyond me and added trustworthiness to the account (Creswell, 2009).

Summary

As a result of diverse and complex economic realities, student affairs divisions have seen both the breadth and depth of their responsibilities expand significantly. This study researched how organizational change in this student affairs organization contributed to culture, the collaborative atmosphere, and performance of the division of student affairs at IUPUI. Using a qualitative within-site case study approach allowed me to show an organizational change perspective of a large, urban, Midwestern, research

university-high research activity. I synthesized a detailed description of the case and a thematic analysis that can be used by other administrators in the field.

Data analysis was accomplished by identifying codes within the case, in addition to reviewing the interview transcripts and field notes. Examination of divisional reports cultivated understanding and confirmed statements and practices of the interviewees. Once consistency of information was determined, a coding analysis was performed. I incorporated several strategies to ensure the findings were credible, dependable, transferable, and confirmable. Readers are informed about student affairs organizational design and can draw comparative conclusions based on their own experiences with organizations of this type. One limitation of the study is the locality of those interviewed. Individuals in leadership positions that left the organization prior to my arrival were not interviewed due to my intent to maintain a consistent interview protocol.

Chapter Four

Through a holistic examination of the data, multiple themes emerged to present a comprehensive picture of the organizational change process that took place at IUPUI. While some themes overlapped, each presented a unique perspective relative to the overall case study. The setting for the case study, the Bess and Dee contingencies (2008), as well as the emergent themes are examined.

Chronology of the Organizational Restructure

Dr. Zebulun Davenport's hiring was announced in March 2011. He made four consultation visits during the months of April and May to get to know the units in the division. In May and June of 2011, the IUPUI Division of Student Life conducted an organizational self-study at his request in preparation for his July 2011 arrival. Members of the vice chancellor's staff put together sets of questions that were sent to two campus constituent groups: administrators external to the Division of Student Life and staff members within the division. Internal constituents were asked specifically to address concerns about departmental organization and structure. The responses were quite diverse and, therefore, not easily organized into common themes across respondents (Division of Student Life Self-Study-Summer, 2011). In addition, external constituents were asked to discuss the division's role in contributing to student success through collaboration with academic and community entities.

Upon his arrival, Dr. Davenport convened a retreat in early July 2011 with his executive team, which included the dean of students, assistant CSAO, and functional specialists who would report directly to Dr. Davenport. The primary agenda item was the

discussion of the self-study results (Appendix B) along with notes Dr. Davenport took during consultation visits to various departments in April and May. Upon completion of the executive retreat, Dr. Davenport announced to the division in an e-mail that an organizational realignment would take place effective August 1, 2011 (Appendix F). He stated,

As you know, I have been visiting campus since April and have had many conversations regarding the good things happening in the Division as well as areas of opportunity, challenge, and growth. Through these meetings and discussions, as well as reviewing preliminary data as a component of the Division-wide self-assessment, I have received valuable feedback that has helped me better understand the Division of Student Life...In reviewing the aforementioned feedback and in light of some important changes within University College, it became clear that a realignment of the Division's organizational structure needed to be considered to maximize our effectiveness. For the past two days, the executive team has been meeting to best determine next steps for the Division regarding program and service delivery, Division effectiveness, its alignment, and future direction. As a result of our time together, we are excited to announce that there will be an organizational realignment of various functions within the Division.

Dr. Davenport realigned divisional units in order to provide better focus on supporting student transitions and developing pathways to student success. The new divisionalized model as outlined by Mintzberg (1979) in chapter two was a blend of the affinity of services and staff associates models also discussed in chapter two (Kuk, 2009). The dean of students started supervising areas related to student development functions within the division, creating synergy around facilities and programs that build community. These units include the campus center, housing and residence life, student involvement, and student conduct. The assistant CSAO started supervising areas related to health and wellness, including campus recreation, counseling and psychological services, and student health services. The assistant CSAO remained a joint position with University

College to maintain a strong connection to important services that facilitate student transitions. A new unit was created with a reporting line to the assistant CSAO: educational partnerships and student advocacy (EPSA).

The new unit, derived from gaps identified in the aforementioned self-study, was designed to enhance student transitions and pathways to success. EPSA further developed already-existing programs in student advocacy and first-year programs, in addition to creating new programs for parents and family members, academic engagement as connected to co-curricular learning, and off-campus student services.

Through my study, I sought to better understand the details of the process of organizational realignment identified above from the staff members who experienced it. Bess and Dee's (2008) conceptual framework consists of five contingencies. I used them to formulate my evaluation of IUPUI's organizational change. Using the model, I asked participants about their experience during the reorganization process. Their responses render evidence of the contingencies and gave rise to additional themes. The contingencies and emergent themes require further exploration.

Emergence of Contingencies

In chapter two, I discussed Bess and Dee's (2008) contingency framework as the guiding conceptual lens for this case study. They submit that the consideration of five major contingencies is necessary for understanding and deciding on optimum design for a particular organization: the external environment, the technologies it uses, its goals, its culture, and its size. Bess and Dee identify these contingencies as having both direct and indirect effects on organizational design. When applied to the context of this study, the Bess and Dee framework suggests the CSAO must be continually aware of these

contingencies in his planning in order to ensure positive change through organizational redesign. Additionally, assumptions and decisions about each of the five contingencies dictate how the relationships among the departments are structured. This, in turn, affects the organization's overall design (Bess & Dee, 2008). The interdependence of departments within student affairs divisions is an overlaying factor that needs to be accounted for when performing any kind of structural redesign. The following subsections explore the existence of the five contingency themes in my study.

External environment. The external environment contingency refers to market related factors that are outside of the institution and its control; for example, student demographics, uncertain budgets, or greater competition in the market. I asked a specific question to the participants in my study related to the role external environment played in the organizational redesign. Overwhelmingly the respondents concluded the model at the time was incongruent with the national standard for institutions of their size and service model. Dr. Davenport commented, "we were not even close to where the profession was" and another member of the executive team stated, "Dr. Davenport came in and was used to certain model...the external environment definitely plays a role in the restructuring process based on what people see at other campuses." Professionals who had worked at other institutions commented on the lack of balance between the two primary assistants to the Vice Chancellor. The lack of equity between the primary lieutenants of the CSAO was brought up numerous times. Dr. Davenport came from a previous institution where he was the CSAO and had assembled an organization with balance between student services and student development initiatives.

The other external environment factor mentioned during the interviews was the changing student population at IUPUI. Its students were getting younger and demanding more traditional student services and activity options. The increased availability of on-campus housing and the growing reputation of campus programs were attracting a student demographic more in line with traditional campuses across the country. This enrollment trend was recognized by the *U.S. News and World Report*. They ranked IUPUI as an up and coming national university 5 years in row (2010-2014). The methodology of this ranking is reliant on peer review. Dr. Davenport, with a decade of CSAO experience, recognized that as previously organized, the Division of Student Life at IUPUI was not configured to provide the services desired. The external environment did have a role to play in the reorganization of the division.

Technology. The technology contingency refers to the process by which inputs are converted into outputs or, more simply put, the tasks an organization undertakes that defines the work it does. For example, providing counseling services, organizing intramural activities or coordinating fraternity and sorority activities are examples of student affairs technology. An IUPUI specific outputs question was asked and the overwhelming response from the interviewees referred to this being a major factor in the reorganization. One executive team member commented,

I think that part of this was [the Housing Department] should have reported to the conduct guy, but they should also report to the person who is here full time for the division. And not splitting his or her time. Again, that was another good reason why the [re]organization needed to happen.

This quote outlines the perception that student development functions needed more operational support and the Assistant CSAO position as designed could not provide that kind of oversight. The Assistant CSAO position, since the inception of the division, has a

dotted line reporting responsibility to the Dean of University College. This job requirement limits the amount of time spent with direct reports. It was believed that aligning student service units that are more self-contained under the Assistant CSAO and the student development units under the Dean of Students would allow similar units to maximize resources, energy and effort to meet strategic goals of the division.

An output of the self-study process became an impetus for organizational change, resulting in the creation of the EPSA unit. This new unit addressed output deficiencies identified in the self-study. These included off-campus student services, first-year experience initiatives, and parent and family programming. This new unit was able to increase outputs offered by the division. The realignment allowed for additional administrative support for the expansion of housing, an increased divisional presence in orientation programs via EPSA, and the advance of health and wellness initiatives emanating from the division by clustering Counseling and Psychological Services, Student Health and Campus Recreation. Thus, technology or outputs did have a role to play in the reorganization of the division.

Goals. The goals contingency refers to what organizations identify to members, consumers and clients that sets the tone for the way it is designed. The campus and division were approaching the end of a strategic planning cycle when Dr. Davenport was hired. Case study participants recognized that a new strategic planning process was slated to begin, but they did not see a connection between the goals contingency and the reorganization. One member of the executive team commented, “I don’t remember ever really having a discussion about the campus’s goals.” Another director observed, “I don’t think we really had any division goals at the time because of the transition...co-occurring

with Zeb's arrival." The one overarching campus goal that came up was the continued evolution of the student population at IUPUI. The older work-all-day, night class, part-time commuter student was transitioning into the 18-22 year old, live on or near campus, full-time student. Retaining and attracting academically stronger students in this demographic was a campus goal that informed campus participants in the self-study process for the division. They identified additional housing and student support services that were lacking, resulting in an increase of administrative focus towards these ends in the reorganization. A specific campus goal did have a role to play in the reorganization of the division; although, it was not recognized consistently by the interviewees.

Culture. The culture contingency describes the emotional feel of an organization and is determined by numerous variables, including the size and type of institution, degrees of trust between staff members, and other cooperative norms. The culture at the time of the reorganization was defined as flat and dull by members of the executive team during the interviews. Staff members in the division had been in their positions for many years and numerous transitions were looming both in and outside of the division. Concurrent to the reorganization, a new Chief Academic Officer came on board who had been a Chancellor at a smaller regional campus. These new leaders, along with several new unit level directors in the division, changed the cultural momentum within the division and on campus. The culture change was congruent with the reorganization but was not a cause. A director commented, "I think the culture really shifted when we got a permanent person" as everyone was "really trying to figure out what his vision was." More than anything, Dr. Davenport's arrival and outlook towards the role student life could play on campus was the driver of the culture change within the division.

Another culture specific observation made by the participants in the study was the role that the campus budgeting model played in the culture of the institution. IUPUI uses a responsibility center management (RCM) budgeting model where tuition and state subsidies are funneled through the credit-granting schools and departments. The same schools and departments are assessed to support non-credit granting offices and services. The division of student life is one of those non-credit granting services; leaders of these groups go before the deans of schools to make their case for additional financial support in terms of a higher assessment. Numerous participants commented that Dr. Davenport has excelled at making a strong case for general fund programs and services operated out of the division because of the focus he has placed on benefits provided in the co-curriculum. The fall 2013 external program review team, charged with providing evidence of program quality and challenge areas, highlighted the following in their assessment of the division:

In addition, the arrival of Dr. Davenport three years ago has led to organizational changes that have helped reposition the division as an effective partner with the academic units through the creation of the Principles of Co-Curricular Learning (PCLs) and the assembly of an effective and dedicated leadership team. The eight PCLs incorporate the six campus-wide “Principles of Undergraduate Learning” (PULs) which have focused the academic mission of the campus for more than two decades, but they do so in a way that highlights the importance of the learning that takes place outside the classroom. They also add two unique principles focused on the development of the whole student and students as engaged members of the community. In addition, the shared administrative position with University College and the many informal relationships with colleagues in the schools and other units across campus have helped anchor the division as an integral part of campus culture.

Dr. Davenport has been successful in communicating the divisional culture as one that complements and enhances learning through the co-curriculum. One of the outcomes of the reorganization was putting student life professionals in situations that allowed for

greater collaboration between academic and student life personnel. Integrating personnel and programs made sense both developmentally for students and fiscally for the division. Culture change was less a driver of the reorganization than it was a result of it. Within a year on both sides of Dr. Davenport's arrival, four new unit directors began their roles within the division. This infusion of new personnel and focus on expanding the role of the co-curriculum were the impetus for a culture change within the division as cited in the external program review.

Size. The size contingency is measured by multiple variables, including number of employees, budget, and student enrollment. I asked what role my interviewees thought the size of the campus or the division, with regards to personnel, had on the restructuring process. The responses were united in that they did not see size as a reason for change, but they did feel the division's relative low number of personnel made the reorganization easier both internally and externally to the division. Numerous interviewees mentioned the majority of campuses in the United States with student populations of 30,000 have much larger student affairs divisions compared to IUPUI, which was echoed in the 2013 external program review. One director used the analogy of turning a small boat compared to turning an aircraft carrier. IUPUI's size of 60+ professionals at the time of the reorganization allowed for the changes to happen rapidly without much fanfare from outside the division. Dr. Davenport commented that other divisions were not taking notice of what was happening in the student life at the time. He stated "our sandbox wasn't big enough to be noticed at the time."

Using the Bess and Dee's (2008) contingency model as a roadmap allowed me to find consistency amongst the participants regarding how they viewed the redesign

process. Participants were able to clarify the role each contingency played. The external environment and technology contingencies were identified as direct contributors in the process of reorganization. The goal and size contingencies were not seen as direct contributors while the culture contingency was identified as a result rather than a driver of the reorganization process.

Emergent Themes

Beyond the five contingencies, five other themes emerged as meaningful for understanding the change process that occurred at IUPUI. They included: 1) the situational awareness gained by Dr. Davenport during consultation visits made prior to his start date; 2) the self-study tool that was utilized to collect the data that provided Dr. Davenport with the evidence he needed to make change; 3) alignment, efficiency and balance amongst the organization; 4) the perceived role of problem personnel in the restructure; and 5) timing of the change. The themes represent significant activities and perceptions made by the participants interviewed for this study.

Situational awareness. Situational awareness is appropriately defined by the United States Coast Guard as the ability to identify, process, and comprehend the critical elements of information about what is happening to the team with regards to the mission. More simply, it is knowing what is going on around you (USCG Team Training Student Guide, 1998). The road to restructuring at IUPUI was paved prior to the official arrival of the new vice chancellor. He referred to his April and May consulting visits as step one in the process. This was his opportunity to engage in situational awareness. Dr. Davenport was discovering this organization through the Bess and Dee (2008) contingencies

discussed above. Additionally he assessed staff perceptions of the organization and how it was working.

Dr. Davenport's hiring was announced in March of 2011, and he made four consultation visits prior to his official start date on July 1, 2011. Dr. Davenport spent these visits speaking with departments within the division to get a better understanding of what was and was not working. The division was in the process of ending one year of interim leadership that followed 10 years of a previous vice chancellor. Opinions of staff on the effectiveness of reporting lines and division leadership, along with accomplishments, were discussed. One unit associate director commented, "He came in and met with us, and he listened to us without judgment. He let us be honest about what was going on." The same associate director went on to say, "he didn't have to demand that people do what he asked...he listened to people about who is really valuable here and then he treated them that way."

Becoming aware of situations external to the division was critical to the incoming vice chancellor. Through these consulting visits Dr. Davenport knew that the campus was set on beginning a strategic planning process and that the Division of Student Life had a great opportunity to grow in influence and strength by aligning division and campus goals. Dr. Davenport discussed the importance of organizing so that the division tied back to and was in line with what the campus is trying to do strategically. One unit Director stated, "I think he came in with the idea that he wanted to grow this division. I think he was trying to set it up to be in a good position. We were set up to create a whole new unit: Educational Partnerships and Student Advocacy that didn't exist before this restructuring." When he became aware of what services were missing in the division, it

allowed Dr. Davenport to restructure in a way that provided an opportunity for unit growth and development.

The understanding generated through Bess and Dee's (2008) contingency model gave Dr. Davenport a baseline of knowledge that he could use to begin the process of restructuring the Division of Student Life theoretically. His consultation visits provided him an opportunity to collect the perceptions and opinions of staff, faculty, and the university administration to begin the restructuring process. His next step was to collect data that would support and guide the direction the restructure would take.

Formalized data collection as an impetus for change. The emergent theme of data collection as an impetus for change refers to the link between assessment and decision making. They "must occur in concert in order for improvements to ensue...assessment focuses on the what, improvement on the what-you-do-with-it" (Banta et al., 1996). It would not have been out of the ordinary for a new CSAO to make changes just because they were new. Linda Kuk and James Banning (2009) cited that most CSAOs who they interviewed in 2007 made changes when they first assumed their new roles. Dr. Davenport's approach allowed him to build credibility with student affairs staff, faculty, and campus administration with the data he collected prior to his official arrival.

The consultation visits Dr. Davenport made were essential but unscientific. As a campus, IUPUI has a deep culture of assessment in regards to decision-making, and he knew he needed rich qualitative data from internal and external stakeholders to form consensus for change. In May of 2011, the IUPUI Division of Student Life conducted a self-study at the request of Dr. Davenport in preparation for his arrival (Appendix B). The self-study asked questions related to what was happening in the profession, the

transformative tasks being completed, goals, culture and size of the division. The data collected confirmed the perceptions gained during the consultation visits while providing greater focus for the reorganization to come.

One of the executive team members stated, “I think that the self-study caused people to know that something was going to happen. That a vice chancellor is going to come in and was asking these four main questions and something was probably going to come of that.” At the completion of the study, Dr. Davenport and his executive team met for a 2 day retreat to discuss the results and how they were going to affect the overall structure of the organization. There was some disagreement amongst members of the executive team as to the conclusions that were made from the data collected. An executive team member stated, “You won’t be able to make the decisions you want to make when you see where the gaps are.” The arguments surrounded the need to create an entirely new unit versus adding the program/services identified as lacking to existing departments within the division. According to him, the Vice Chancellor was confident that he was interpreting the data appropriately, and at the conclusion of the 2 day retreat a leadership team meeting was held with all unit directors to explain the changes.

One notable outcome of the self-study in regards to the reorganization was the creation of a new unit within the division. EPSA was created to implement numerous programs and services under one umbrella organization. Dr. Davenport stated, “We pulled all these pieces together and created this office, but it was because we received information that said we needed these services, so that's how we created that space.” The self-study had different effects on personnel and departments within the division. One associate director stated, “I think it was the first time I had felt really hopeful about what

he wanted to do moving forward. Here is a promise that he had made.” Multiple departments iterated that self-study analysis was a good exercise for their respective areas because it helped them outline their strengths and identify where work was needed.

The self-study gathered multiple perceptions of the student life organization and provided Dr. Davenport with indicators for directions to take during the restructure. A finding of the self-study dealt with a perceived misalignment within the division. The outputs of the division were negatively affected the supervision structure, both its alignment and function. That was the key conclusion of the consultation visits and self-study.

Organizational alignment, efficiency and balance. Alignment refers to who reported to whom amongst the units within the division. This topic came up repeatedly when asking questions about division technology. There was a collective acknowledgement that units reporting to the dean of students and assistant CSAO were inappropriate, counterproductive, and out of balance; one individual had numerous direct reports while the other had very few. Those interviewed indicated alignment and balance within the division led to greater organizational efficiency, which was an intended outcome of the redesign process.

A set of recommendations from external constituents who participated in the self-study analysis included restructuring units within the division in order to better communicate the programs, services, and activities provided. Another recommendation was to further develop a comprehensive wellness program that involved recreation, health services, and counseling along with other wellness components. Finally, it was recommended a reassignment of duties for some based on the change in leadership.

Accordingly Dr. Davenport stated that “it was clear to me that there was a misalignment in the division.” In his opinion, the structure was based on people and personalities instead of form and function.

The structure when Dr. Davenport arrived (Figure 2) had the high student activity areas of housing, student activities and student union reporting to the Assistant CSAO, who had a dual appointment with an academic unit on campus. This dual appointment put a strain on the Assistant CSAO’s availability to meet with direct reports and provide informed direction. One example of how this organization worked against the goals of the division was in regards to the expansion of housing. In order to expand campus housing, its staff members needed more time and energy from their assigned executive team supervisor to reach that goal. The expansion in student housing did not happen until the division was restructured. An executive team member commented on the importance of proper alignment, stating, “Efficiency is very important when you think about the size and the work product of what our folks are doing.”

One result of the redesign was to align the student services-based units and the student development-based units together. Dr. Davenport wanted to put the like units together so that collaboration, resource maximization, and time commitments could be streamlined. It was an alignment he was familiar with from his previous institution where he was the chief student affairs officer. What came to be is that some traditional student development functions – housing, student activities, student union and student conduct – reported to the dean of students. The student service/wellness functions of counseling, health and recreation reported to the Assistant CSAO along with the newly created EPSA department. EPSA’s placement under the Assistant CSAO takes advantage of the dual-

appointment role in regards to building certain strategic relationships with academic departments across campus. After the restructure, Dr. Davenport's opinion was, "we realigned and brought in people who were professionals in their area, and if they are not an expert, the expectation is that they get to that level."

The external program review team report stated, "It is our belief that the current organizational structure of Student Affairs is indeed aligned with national trends, and is now consistent with the general organizing principles for Student Affairs identified above." Staff reactions to these structural changes were welcomed; one member of the executive team commented,

I think when we reorganized, I think it was two-fold. It was always a little bit strange, in my opinion, that some of the traditional student affairs units didn't report to the Dean of Students. It was just weird. There's probably some history there from the prior VC. But I think some of it just made a lot of sense, to have the campus center and housing and the student activities units and those kinds of things where there might be some judicial [responsibilities]...especially student activities with fraternities and sororities in it. It just made sense to have that report to the Dean of Students. So some of it just made perfect sense.

Aligning units where student conduct issues are more likely to occur underneath the dean of students was an intentional outcome of the restructure. An associate director from another unit stated,

Because I think we reported to the Assistant Vice Chancellor for Student Life, but the position has an academic partnership with University College. So you have this person focusing on all these different relationships plus they have housing. Dean of Students typically has conduct and all the relational things happening around campus and reporting up to that office considering what we actually do in the amount of time we actually interacted with the Dean of Students office made a lot more sense.

Again, this is another example of division outputs coming together in a more organizational efficient way. Finally, another unit director commented,

Zeb comes on board and right off the bat there was an alignment, a desire to change the environment to a more positive and a more structured [one], and something that helped us be accountable to one another so that was probably the biggest improvement I saw.

This is a great example of how the culture was affected due to the restructure. It was a signal to staff members that a new normal was here and one that was grounded in functionality. The restructuring resulted in the shifting of units and could be seen as positive or negative for personnel who gained or lost authority, power, and supervisory responsibilities from the restructure.

Problem personnel and their perceived role in the restructure. Division members' perceptions on the restructure centered on one particular supervisor having a pivotal part in the realignment. The volatile personality played a large role in the culture of the division and many of the departments that moved during the restructure saw themselves as winners or losers based on whether or not they reported to this individual. Dr. Davenport stated,

The other thing is we had leadership in the division...that people despised and so in some respect there was a person who was really making things horrible, so anything that changed was a change for the good. So they, a lot of folks, were happy, except for the people who felt like they lost in this exchange.

This reaction is not unique to reorganization and restructuring. Personalities and positions can intertwine with identity and pride, which will slow down or derail the change (Holt et al., 2007). Dr. Davenport was adamant that he did not feel that changing an organization because of personalities is good practice. He commented that "if you change and reorganize because of volatile personalities, then you'd be changing every week."

Dr. Davenport's intentions for the restructure were to align the division in a manner that allowed for growth, was in step with campus goals, and provided new

opportunities for collaboration. His intentions were clearly stated, but the perceptions of members in the division were focused on whether or not they or their unit reported to the toxic individual. One executive team member commented, “It was a good change in that, because people were butting heads, you change those heads around and you give it a fresh start.” Interview after interview provided narratives about the dismay that was occurring with the supervisor at the time. One associate director commented that staff referred to this individual “as a tornado. Tornadoes are unpredictable; you don't know where they're going to go. Some places are left fully standing and untouched, and other places are destroyed.” Another associate director in a different department analogized as this professional taking a “scorched earth” approach to management by leaving other personnel, relationships, and entire units as carcasses in their wake. It is easy to see that one person influenced both the culture of this organization and the perception of the restructure for many within the division. This individual left the institution on their own accord during the 2011-2012 academic year.

Another personnel issue that was ongoing at the time of the reorganization was the hiring of two new unit directors. Housing & Residence Life and the Office for Student Involvement were units with large staffs and equally sized operating budgets. Additionally, a new director was going to be hired for the EPSA unit that was being created. A culture shift was due to come with three new unit leaders in addition to a new CSAO. Externally there was a new Provost and Dean of University College, the department that houses orientation and a frequent partner with Student Life. These new professionals came with different backgrounds and student affairs perspectives that had a culture changing effect on the division. The timing of these personnel changes and the

self-study were beyond coincidence. The process of restructuring the division and the perceptions of it would depend on how it was explained and executed prior to the beginning of a new school year.

Timing of change. The external environment, campus goals, and culture all played roles in the timing of the change. The final piece of the process of restructuring the division was the execution of the change. Dr. Davenport officially began his role as the Vice Chancellor for Student Life on July 1, 2011, and sent a message (Appendix F) to all members of the division on July 8, 2011, announcing the restructure that was set to go into effect on August 1, 2011. The perceptions of staff members on the timing of these changes went a long way to determining their comfort and confidence in the new Vice Chancellor.

The announcement of the restructure had personnel factors playing a role. Both the Dean of Students and Assistant CSAO had extenuating circumstances that were going to keep them out of the office for the majority of the month of July. Dr. Davenport stated,

If I could have planned it out, I would have given myself 3 weeks in learning people and working through some things....but I'd rather make the announcement sooner and give people that time to deal with whatever they need to before the fall starts.

It was more important to him that personnel within the division have time to process the changes rather than waiting a month to discuss and develop buy-in from the leadership team. He went on to comment,

You make the change. You bring people along. The people, who want to come along, will come along and step up. The people who don't will either lag behind or drop off and then you hire people who are ready to move and that is how you change the culture.

Dr. Davenport noticed that this was a culture change for the personnel in the division and he was more comfortable bringing them along rather than waiting for consensus.

The organizational restructure was a significant signal sent to personnel in the division that the culture was changing. An e-mail sent 8 days after the beginning of the new CSAOs tenure was seen by some as too fast and others as decisive action. One executive member commented on the perceptions of staff members, “this train is moving and it’s moving fast...we’ve got to jump on.” It was obvious to many that the energy coming from the Vice Chancellor’s office was changing dramatically. During the interviews, the role of unit input in these large divisional changes emerged as a bellwether. Previous leadership had built consensus first before making a big transition and this decision was clearly made at the executive level. Participation in the consultation visits and 2011 self-study didn’t resonate as consensus building compared to previous change-based experiences in the division.

Another factor in the timing of the organizational shift had to do with the importance of a changing campus context that focuses on student success, retention, and graduation. One associate director commented,

We have students wanting more of a traditional college experience. We have more activities. We have more organizations. We have more students engaged than we ever had before. So a lot of the restructuring was thinking how can we affect this, because our division hadn’t quite kept up pace in how our campus had changed.

Grouping divisional units in a manner that would provide for greater collaboration between student services and student development offices was an outcome of the restructure. A director commented,

I felt it was fairly quick and effective, there was a little confusion as to why we were leaving the Dean of Students, but to be honest with you it

was quick and effective. That it was good to be back in an area where we all speak about, what are the needs that we have in student health, in student wellness, campus recreation, and how we could all three help one another out.

This shows that the leadership in the division recognized the need for change and the appropriateness of the changes made. However, the pace of change took them a little off guard. Another director commented,

The importance of retention has cast a shadow, not a negative shadow, but cast a shadow on student affairs to try to be a part of improving that retention, and helping IUPUI be a more attractive location for stronger students to attend.

Campus goals of attracting students who could be more successful were another factor that played into the restructure. Creating an organization that was more in line with the student services that more traditionally aged students want was an important consideration.

Summary

The timing of the process of restructure played a role in changing the culture of the division. Dr. Zebulun Davenport's hiring was announced in March 2011. He convened a retreat in early July 2011 with his executive team and, at its conclusion, announced to the Division in an e-mail that an organizational realignment would take place effective August 1, 2011. Dr. Davenport realigned divisional units in order to provide better focus on supporting student transitions and developing pathways to student success. The pace of change that occurred in the summer of 2011 set a direction for the realigned division.

When applied to the context of this study, the Bess and Dee (2008) framework suggests the CSAO must be continually aware of their five contingencies in order to

ensure positive change through organizational redesign. Overwhelmingly, the respondents of this study concluded the model at the time was incongruent with the national standard for institutions of their size and service model. It was believed that aligning student service units under the Assistant CSAO and the student development units under the Dean of Students would allow similar units to maximize resources, energy, and effort to meet strategic goals of the division. The external environment and technology contingencies were identified as direct contributors in the process of reorganization. The goal and size contingencies were not seen as direct contributors, while the culture contingency was identified as a result rather than a driver of the reorganization process.

Five emergent themes represent significant activities and perceptions made by the participants interviewed for this study. They included: 1) the situational awareness gained by Dr. Davenport during consultation visits made prior to his start date; 2) the self-study tool that was utilized to collect the data that provided Dr. Davenport with the evidence he needed to make change; 3) alignment, efficiency and balance amongst the organization; 4) the perceived role of problem personnel in the restructure; and 5) timing of the change. External factors and campus goals dictated the timing of the execution of the change, which had corresponding positive and negative perceptions of the changes from members within the division. All told, the process of change in the summer months of 2011 was quick, decisive, and realigned a division with a flat culture into an organization that resembled its new charismatic leader.

Chapter Five

The case study of the organizational change process in the Division of Student Life at IUPUI in the summer of 2011 yielded several findings of interest to similar organizations which are in the process of, or with the intent to, conduct an organizational change. Discussion of the findings as they relate to the three research questions are outlined in the next section, followed by implications for research, implications for practice, and overall conclusions.

Answering the Research Questions

RQ1: What does the process of restructuring a division of student affairs look like?

The process of restructuring the Division of Student Life at IUPUI occurred over a four and a half month time period between the announcement of the hiring of a new chief student affairs officer and August 1, 2011. According to the literature reviewed the timing of the change was expected. The Kuk and Banning (2009) study outlined in chapter two detailed most often organizational changes occur at the beginning of a new CSAO's term; this process was no different. During this time, Dr. Davenport collected information informally through consultation visits and formally through a divisional self-study. After compiling the data, he and his executive team deliberated and reshuffled units and created a new office. This is a real world example of Kuk's (2009) research, which suggests modern organizations' need for flexibility and collaboration in order to maintain effectiveness. Divisional effectiveness was denoted in the 2013 external program review. The data collection and decision making processes were quick and

deliberate, and the new division alignment was implemented before the academic year began.

The process of restructuring the division was intentional, top-down, and decisive. An executive team member described the process best as “a new chief executive coming in with a plan and implementing it.” One interviewee stated that if staff were paying attention to the questions that were being asked during the consultation visits and in the self-study, they should know change was coming.

This process was different than previously experienced by staff members. They were used to large-scale retreats, deliberate consensus building and long spans of time before major decisions were made. This process, built with input during the consultation visits and self-study, was seen by some as took quick because of Dr. Davenport’s non-employment status leading up to his first official day on the job. Power was rebalanced in the organization with the new clustering model. The Assistant CSAO and the units within the student services cluster were less excited by the change than those within the new student development cluster. This had to do with the individual in that position perspective of losing power and influence to the Dean of Students position.

RQ2: How do contingencies (e.g., external environment, technology, goals, culture, and size) influence the restructuring process?

I explored the Bess and Dee (2008) contingencies and how they influenced this restructuring process. The external environment and technology contingencies were identified as direct contributors in the process of reorganization. The goal and size contingencies were not seen as contributors, while the culture contingency was identified as a result rather than a driver of the reorganization process.

The external environment contingency, what happens outside the boundaries of the college (Bess & Dee, 2008), influenced the restructuring process by bringing an awareness of current trends in the student affairs profession regarding organizational alignment of similar divisions at other institutions. The self-study combined with a new CSAO, who had previous experience as an executive student affairs administrator at another institution, resulted in reorganization more in line with national standards of institutions like IUPUI. Additionally, changing student demographics along with an increase in residential students contributed to the changing external environment and the new structure. The conclusion of the change resulted in a match between environmental characteristics and organizational design (Bess & Dee, 2008).

Dr. Davenport's realignment of student service units, allowing them to maximize resources, energy, and effort, is an example of the technology contingency – defined as the process by which inputs are converted to outputs (Bess & Dee, 2008). This is important because functional clustering and classification to increase efficiency and promote teamwork were outcomes identified by Kuk and Banning (2009). Another technology related output of the self-study process was the creation of the Educational Partnerships & Student Advocacy (EPSA) unit. This new unit addressed output deficiencies identified in the self-study. These included off-campus student services, first-year experience initiatives, and parent and family programming. This new unit was intended to increase outputs offered by the division. The realignment allowed for additional administrative support for the expansion of housing, an increased divisional presence in orientation programs via EPSA, and the advance of health and wellness

initiatives emanating from the division by clustering Counseling and Psychological Services, Student Health and Campus Recreation.

The goals and size contingencies were not influencers in the restructuring process as outlined by Bess and Dee (2008). One executive team member commented that after 10 years of leadership with a different CSAO followed by an interim year of another, divisional goals were stagnant. Dr. Davenport's hiring kicked off a new strategic planning process that fit within a larger campus-wide strategic planning initiative, which included new goals, but they did not inform the division restructure. Size was also viewed as a non-driver in regards to the organizational change process. Dr. Davenport came from an institution with fewer students but had a larger student affairs staffed organization. The organization continues to be divisionalized after the reorganization, where work is done in quasi-autonomous units that take advantages of economies of scale (Mintzberg, 1979). This is in line with what the literature outlines for campuses of IUPUI's size, in that units and individuals are specialized and operate as decentralized units (Kuk, 2009).

RQ3: What are the divisional perceptions of the student affairs organizational redesign process?

Exploration of the role that the culture contingency, the emotional feel of an organization (Bess & Dee, 2008), played in the restructure allowed me to answer the third research question regarding divisional perceptions of the redesign process. The culture of the division did not require the organizational change, but new leadership did ordain a culture change within the division. Dr. Davenport and four new unit directors were added to the team over the next year. Yet negative perceptions about the former Assistant CSAO existed throughout the interviews. One Associate Director commented,

I think that some of that hope for the future probably wouldn't have been able to happen if there wouldn't have been someone so poor in position. Maybe there would have been more resistance to the change. People just wanted something different, at least in our area, it was also coming from others that I talked too.

Perceptions of staff within the division were focused one person at the time changes were occurring. Digging deeper, it is more apparent that members of the division were excited for a new brand of leadership, and assigning blame on a remaining member of the old leadership team became an easy scapegoat. This was unexpected but became rapidly apparent to me as I interviewed members of the division. Nowhere in the literature that I reviewed did it signify the negative effects of certain personnel on organization efficiency and culture. This could be the foundation for new student affairs organizational research.

Implications for Research

My research complements the current student affairs organizational literature by providing a process example of the change that Kuk and Banning (2009), Kezar and Lester (2010), and Kuk (2012) discuss. Similarities include change happening at the beginning of a new CSAOs tenure, which resulted in reporting lines shifting and functional clusters being created (Kuk & Banning, 2009). Kezar and Lester (2010) and Kuk (2012) discussed how these new structures encourage information sharing and collective problem solving, which was the intent at IUPUI by creating the student services cluster and student development cluster. It was not apparent that changes were made to address financial concerns or reduce hierarchical approaches to decision-making. The Kuk and Banning (2009) study also called for units being assumed or removed from a reorganized division and the creation of new assistant/associate vice president positions, which did not occur.

Additional case studies of organizations undergoing organizational redesign will provide further viewpoints and lessons learned for practitioners. My study shined a light on the role of personality and its effects on organization and the people within it. This was not addressed in any of the student affairs organization research that I reviewed. The most passionate responses of those interviewed regarded the actions of the leaders of the old and new regime. Further research on organizational change should look at the role CSAO personalities and leadership style play into the organizational change process.

One contingency that came up consistently in the study was the role that personnel charisma played into the outcomes observed. Bess and Dee's (2008) contingency model was not able to address this. This model is a good example of viewing organization through the structural frame as defined by Bolman and Deal (2008). The structural perspective argues for putting people in the right roles and relationships that accommodates for both collective goals and individual differences (Bolman & Deal, 2008). Viewing this case study through additional frames (human resource, political, symbolic) should help answer the charisma question in organizational change. The Bess and Dee (2008) model could be improved by adding contingencies that address looking at organizations through multiple frames.

Implications for Policy/Practice

According to Kuk (2009), student affairs organizations' redesign is an attempt to be more flexible, responsive, collaborative, and adaptive to maintain effectiveness. I learned that Dr. Davenport's arrival at IUPUI in the summer of 2011 was a renewal point for the division and a prime example of Kuk's statement. Dr. Davenport's collection of qualitative and quantitative data about the state of the division prior to his official arrival

as vice chancellor was integral to helping staff members be more responsive and flexible during the transition. The collaborative and responsive communication chain from the incoming leader enabled the staff to buy into his vision and trust his decision before his first official day on the job.

The primary implication garnered from this case study is that campus identity should determine how you are organized. Who are the students that populate your campus? As an institution, IUPUI's student demographic has transitioned over the years to be younger and more traditionally aged. The division of student life needed to be restructured to best support its students. It is imperative that the design of student affairs organization match the needs of a campus student population. This is important because it embodies Kuk's (2009) research highlighting successful and effective student affairs organizations being flexible, responsive, collaborative, and adaptive. Student affairs leaders who design their organizations so that they can continually plan for and adapt to change may be better equipped to deal with and prevent situations similar to what happened at Texas Tech.

The secondary implication is the balance between input and decision-making when it comes to organizational change. Dr. Davenport used his limited time and influence between his hire and start date to build trust and gather input from numerous stakeholders. His actions were deliberate and sincere, but upon collection and analysis of the qualitative and quantitative data, he made a decision to restructure. That decision occurred nine days into Dr. Davenport's tenure and set the tone for the upcoming year in the reconfigured division. This is a big takeaway and CSAOs should be cognizant of the division and campus culture before taking the executive decision approach. The

vacancies of unit directors and diminished campus reputation of the division allowed Dr. Davenport to make bold moves quickly. On another campus, this approach could easily backfire and provide the CSAO with emotionally distraught employees and skeptical campus partners. For those seeking guidance in implementing student affairs organizational change, they should consider the narrow scope of this particular case study, both in terms of the size of the campus and the demographics of the students it serves.

For IUPUI, this organizational change allowed the division to better support its students. For example, the appropriate attention was given to the on-campus housing expansion desperately needed. The campus hotel was transitioned into a 560-bed residential life facility with the campuses first ever dining hall in August 2014. An additional 700-bed facility will open in August 2016. Another example is the role EPSA is playing in advancing the student experience at IUPUI. Through the Assistant CSAO and their dual-role with the University College, the campus has expanded to a two-day orientation program in the summer of 2013 including new opportunities for parent/family involvement along with safer and more coordinated off-campus housing options for the growing student population eager to live closer to campus. This change has allowed the IUPUI division of student affairs to maximize its resources and expand the role it plays in the lives of its students.

Conclusion

The intention of this case study was to understand how a student affairs organization changed so that it could better exhibit flexibility, responsiveness, collaboration, and adaptability. Recent organizational design research suggests these are

the qualities to emulate for successful 21st century organizations (Ashkenas, Ulrich, Jick, & Kerr, 2002; Galbraith, 2002; Hesselbein, Goldsmith, & Beckhard, 1997). Using the Bess and Dee (2008) contingency model to view the change that occurred, I was able to outline successful strategies for future CSAOs finding themselves in a similar situation at their institutions. The documents reviewed and interviews conducted revealed Dr. Davenport as leading an effective reorganization of the division of student life at IUPUI.

The descriptive nature of this case study provides readers with an adaptable blueprint for the successes and pitfalls of a real organizational change. New and aspiring CSAOs should use strategies that would allow them to achieve situational awareness, collect and use data to drive decision making, and make decisions in a time and manner that is void of personnel bias. Dr. Davenport stated, “You don't change the organization because you have problem people.” The next generation of CSAOs will enter positions on campuses with changing student demographics and financial realities. How they organize their teams will go a long way in determining the success of their divisions in accommodating the needs of their students.

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Appendix A

Undergraduate Enrollment by Age Fall 2009 and 2013

Undergraduate Enrollment by Age Fall 2009 and 2013

	Fall 2009		Fall 2013		Change	
	# of UG*	% of UG	# of UG*	% of UG	# of UG*	% of UG
Under 25	13,655	66.4%	15,121	72.9%	1,466	6.5%
25 and Over	6,909	33.6%	5,617	27.1%	-1,292	-6.5%
Total UG	20,564		20,738		174	0.0%
Under 18	259	1.3%	229	1.1%	-30	-0.2%
18-20	6,609	32.1%	7,645	36.9%	1,036	4.7%
21-22	4,390	21.3%	4,686	22.6%	296	1.2%
23-24	2,397	11.7%	2,561	12.3%	164	0.7%
25-32	4,213	20.5%	3,461	16.7%	-752	-3.8%
33-39	1,377	6.7%	1,120	5.4%	-257	-1.3%
40-59	1,275	6.2%	988	4.8%	-287	-1.4%
60+	44	0.2%	48	0.2%	4	0.0%

* 2009 undergraduate totals include 1,101 non-degree students

* 2013 undergraduate totals include 752 non-degree students, a decline of 349 heads (-31.7%)
In that period, degree-seeking undergraduates increased 523 heads(+2.7%)

Indianapolis campus only

Source: IMIR

<http://reports.iupui.edu/render.aspx/INSTITUTIONAL%20DATA/HCBYDEMO/IUPUI>

Appendix B

IUPUI Division of Student Life Self-Study

Executive Summary: Self-Study

Summer 2011

IUPUI | **DIVISION OF STUDENT LIFE**
INDIANA UNIVERSITY-PURDUE UNIVERSITY
INDIANAPOLIS

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Introduction

In May of 2011, the IUPUI Division of Student Life conducted a self-study in preparation for the arrival of the new vice chancellor, Dr. Zebulun Davenport. Sets of questions were sent to two campus constituent groups: administrators and leaders external to the Division of Student Life, and staff members within the Division. **This report provides a summary of responses from both constituent groups, starting with the external constituents followed by the internal Division units.**

External Constituent Group

Method

Fifteen administrators external to the Division responded to the request for information. These included members of the Chancellor's Cabinet, deans, members of the Student Life Services Council, and other department heads with whom the Division staff members tend to interact.

There were five questions posed to this group:

1. What are the two or three greatest strengths of the Division of Student Life?
2. Where do we need to strengthen? List two or three areas.
3. How might greater collaboration with your area contribute to Student Life's ability to support student success better?
4. Identify any opportunities for collaboration that exist in areas other than your own, including those in the larger Indianapolis community
5. Name an area or project for innovation that the Division of Student Life could pursue.

Responses were sent to the director of assessment and planning. After a brief overview, a summary of responses for each question follows.

Overview of Findings – External Constituent Feedback

Overall, the Division generally has very good relationships with the administrators and/or departments that responded to the request for information. Many acknowledged the necessary expansion of current programs and services in order to accommodate a growing student population. For example, numerous respondents indicated a need for more housing in addition to the development of on-campus dining and wellness/fitness resources.

There appears to be a misconception regarding the scope of the programs and services provided by the Division. There were suggestions made to collaborate with units that are currently partners to Student Life, including joint programming and in some cases shared positions. For example, there was a suggestion for Student Life and the Center for Service and Learning to work collaboratively on providing programs and services to our students. Not only do Student Life and the Center for Service and Learning

currently work together on programming, the units have two joint-funded positions that foster intentional collaboration on programs related to community service. Also, suggestions were made to improve programs and services in areas where we do not have direct influence. For example, the recommendation was made to improve freshmen and transfer orientation programs; however, the Division does not have direct responsibility for these areas. There appears to be a gap in understanding of the scope of the Division's current portfolio. This would also suggest that the Division needs to do a better job at communicating its role in some cases and become more intentional about its contributions in others.

Specific Findings – External Constituent Feedback

The section that follows is organized by the five specific questions asked of those external constituents with whom the Division staff works on a regular basis.

Perceived Strengths

The major strengths perceived by the respondents included **having a talented staff** and **providing solid support for students**. Staff members were described as friendly and as having an appropriate level of experience and professionalism:

- *A positive and energetic young staff.*
- *The people and professionalism of the people. In most cases, I have been very impressed with the people and their professionalism.*

In terms of providing solid support for students, one mentioned the Behavioral Consultation Team (BCT) as something that helps to connect students with troubling behaviors to appropriate resources. Another mentioned the changing student population:

- *One strength of Student Life here at IUPUI is its ability to help define the student culture now that there are more traditional students becoming the population majority on campus, the largest component of this being the Campus Center. This causes the students to feel empowered and invested in what happens on IUPUI's campus which is critical for student retention.*

Areas for Improvement

The major areas where respondents indicated the Division's work could strengthen were related to **building more housing**, **partnering with other offices**, and **positioning the various units to succeed**. In terms of building more housing, respondents indicated the university should continue building more housing, make what we have more affordable, or consider promoting the off-campus options that are available nearby. In terms of partnering, respondents considered increasing partnerships on campus, in particular with faculty.

Regarding positioning units to succeed, there were a few suggestions related to repositioning units in the Division to allow for greater productivity and clarity of mission.

These suggestions ranged from simply increasing awareness of the Division's work regarding community building, to increasing opportunities for research or reorganizing offices to better serve student needs. For example:

- *The Division has strong connections to civic engagement but nothing that assists student in becoming involved in research. In both areas there should be strong ties to the Centers for Service and Learning (which there probably is) and Research and Learning (CRL) (which is almost non-existent). The Division should not duplicate the work of these major centers but should complement their work.*
- *Integration with academic units; there is relatively little 'cross-talk' between departments/schools and Student Life.*

Opportunities for On-Campus Collaboration

There were numerous ideas for collaboration suggested by respondents to this question, though there were few to any common ideas for these collaborations across the respondents. It was clear; however, that more than one responding unit indicated an interest in working more closely with the Division units in a variety of ways. Highlights include:

- *We can help link our graduate student organizations more effectively with initiatives with Student Life.*
- *The Solution Center can assist Student Life staff to access community volunteer opportunities, expand outreach into the community, etc.*
- *Whereas faculties in all units tend to focus on learning/academic progress, I believe that Student Life provides a more holistic lens through which to view students. It is hugely helpful when people from Student Life contribute to committees/academic endeavors and bring student development theory into important conversations. I also think that the campus could do more to support students remaining on campus in the evenings and on weekends.*
- *Collaborating with [my] school generally on programs could likely expose students to career paths they have not considered and empower them to persist to graduation, which will positively impact retention.*
- *A liaison with the IUPUI Office of Student Scholarships in regards to Continuing Student Scholarships may impact and support student success greatly. We could work to better communicate scholarship information to their student groups and clubs.*
- *The Office of the Registrar has individuals with knowledge and expertise about the Student Information System that could assist in SL projects that in any way connect to the Student Information System. For example, the Registrar's office would be eager to collaborate on work related to the Student Life transcript and updates to our Residence Hall*

systems. Just keep in mind that the Registrar staff are a resource for these types of initiatives.

Other Opportunities for Collaboration

There were several ideas for other external collaboration opportunities, including numerous suggestions for **community partnerships**. A few of these suggestions relate to work the Division is currently doing, but many of the suggestions present new innovations yet to be explored. Highlights include:

- *Given the campus and community climate regarding Latino students, particularly undocumented students, there will likely be a need to work with community organizations such as La Plaza, Indiana Latino Institute, Latino Youth Collective, NSHMBA, and others. The Latino Faculty Staff Council members will be great allies and advocates in this area.*
- *Become more engaged in the Talent Alliance, which connects IUPUI with the Indianapolis community in all matters related to education, from birth to career.*
- *Partner with the community, campus, and university to meet the needs of resident students, for example, student housing, resident food courts, and exercise/wellness center.*
- *CRL can collaborate with student organizations to promote completing the “R” in the RISE challenge by participating in CRL undergraduate research opportunities; which all provide students: support, professional development, and research skills.*

Possible Innovations for Student Life to Pursue

The major theme emerging from responses to this question centered on **providing more resources for health and wellness initiatives**. While this is not necessarily innovative to the Division staffs, who have been pondering an improvement in this area for several years, it is helpful to see reinforcement for these ideas from other campus constituent groups.

In addition, a few of the suggestions for innovation were for programs or services that the Division or other campus constituencies are already doing. This confusion supports the need to reposition the Division’s units to better communicate the programs, services, and facilities already offered by the Division to support students.

General Recommendations – External Constituents

Given the aforementioned difficulties with name recognition and communication of our programs and services, the Division leadership could consider restructuring units within the Division in order to better communicate that programs, services and activities designed to support student learning and retention. The fact that several respondents were unclear about the scope of the Division’s portfolio suggests a future strategic planning goal could involve developing greater clarity in the Division’s purpose and mission.

Second, the Division should further develop a comprehensive wellness program that involves Campus Recreation, Student Health Services, Counseling and Psychological Services (CAPS), faculty, a wellness coordinator, and the School of Physical Education and Tourism Management.

Finally, the Division should partner with University College on the development of a co-curricular transcript. With the recently-developed initiative of the Personal Development Plan (PDP), this partnership will be a natural connection between these two important student support units.

Internal Constituent Group

Method – Internal Constituents

Responses were received from all seven Division units and four members of the Division’s Executive Team. The unit responses tended to be collaborative in nature, representing multiple voices across the units.

There were nine questions posed to this group:

1. What are the key outcomes that the division is trying to achieve on behalf of our students?
2. How do we know if these outcomes are being achieved both at the divisional and departmental levels? What is our culture of evidence?
3. Describe how your department is or is not organized or structured appropriately to achieve the outcomes for your department and those of the division. Use this question to reflect on whether or not your organization is effective.

Please utilize the SWOC (Strength, Weaknesses, Opportunities, and Challenges) approach to assist with the next several questions. It will be critical that you think globally as you address this section. Tie your responses directly to the mission of the Institution related to civic engagement, co-curricular learning, student involvement,

impact to retention, and student success. Please provide at least three to five items, statements, or ideas for each question.

1. What are our greatest **strengths**?
2. Where do we need to strengthen (**weaknesses**)?
3. Where are **opportunities** for us to further support the mission of IUPUI by supporting civic student engagement, impacting student involvement, learning outside of the classroom, and assisting students as they transition into, through, and out of the institution? Also, think about **growth** opportunities for our division.
4. Does the division have **opportunities** to generate or reallocate resources in order to better support its core mission? If so, where. (Think outside the box.)
5. As we consider growth and impact to learning, what are our greatest **challenges**?
6. Identify 3 to 5 areas or projects for innovation that we as a division could pursue. (Think outside the box.)

Responses were sent to the Director of Assessment and Planning. After a brief overview, a summary of responses for each question follows.

Overview of Findings – Internal Constituent Feedback

The unit-level contribution to the self-study offered a diverse range of experiences and thoughts on the present state of the division. The responses are organized in the following sections according to the aforementioned questions. One theme consistent throughout the internal responses focused on staffing. Staffing appears to be one of the Division's greatest assets in terms of attitude, experience, and contribution to the student affairs field. However, the Division's areas for improvement also revolve around staffing issues, for example, in terms of growing the staff to more adequately serve students' needs, meeting professional standards' expectations for ratios of staff to students, and providing professional development to staff in a way that allows them to continue to provide the best level of support to students.

Another theme that emerged is the need for diversification of funding sources. A need for increased funding is seen across issues of staffing as mentioned above and also for the development of new physical space, such as an increase in campus housing and dining or the development of a new facility for recreation, health, and wellness.

The final area that seemed to be pervasive is the manner in which the Division communicates, both internally and externally. An improvement in internal communication can lead to increased or more efficient collaborations across units within

the Division. At the same time, a change in the manner in the Division communicates externally could lessen the aforementioned name-recognition problem.

Specific Findings: Internal Constituent Feedback

The section that follows is organized by the nine specific questions asked of members of the Division's Leadership Team.

Key Outcomes

There are several key outcomes that the division is trying to achieve on behalf of IUPUI students. The themes that arose from respondents include **student engagement**, **student retention**, and **student development**.

In terms of student engagement, members of the Division staff support tenets of student engagement, typically defined as a combination of time spent on educationally-effective activities and perceived support from the institution (Kuh, Kinzie, Schuh, Whitt & Associates, 2005). Several staff members mentioned the current vision statement, "Engaging all students," may appear to be a bit unrealistic, but nevertheless it is a vision toward which the staff strives. Enhancement of the out-of-class learning experience was also seen as an important role that members of the Division have in their jobs to support students.

Many respondents indicated student retention and graduation as key outcomes of their work in the Division of Student Life. Several mentioned that their work assists students in making meaningful connections between their co-curricular involvement and their coursework. These connections, in addition to the personal contacts and friendships that students develop via campus involvement, may have an impact on retention and graduation.

The third and final key outcome related to student development, as exemplified by the following responses:

- *Create on campus living communities that foster growth, educational success, social responsibility, cultural understanding, and leadership.*
- *Encourage students to become involved on the IUPUI campus through services and programming that can support student development beyond the classroom. We continually look for ways to facilitate personal development and learning by meeting the students' needs.*

Culture of Evidence in the Division

Respondents indicated the perception of a culture of evidence in the Division. Respondents appear to be comfortable using a variety of data sources for assessing the student experience. Primary methods of collecting data on students are related to **tracking participation numbers** and **using satisfaction surveys** as metrics for evaluating the impact of the Division's work. A more recent innovation involves the use of swipe-card technology for Jagtags (student identification cards) to track student participation

in specific educational programs and then sending a satisfaction or reflection survey to those specific participants afterward in order to understand their experiences. Some of the data-collection methods are quite new and need to be expanded, but the foundation for assessment is there:

- *Office of Student Involvement functional areas track basic numerical and demographic data of program attendees through our online “swipe card” system. This involves requesting that students, faculty, and staff swipe their Jagtag ID card when they attend events. We are then able to aggregate this data to explore what persons from what areas of the campus are accessing our services. The current system is useful but somewhat rudimentary. We hope to expand it beyond OSI to include more units from the division.*

Satisfaction Surveys are administered by several units in order to understand students’ experiences with interacting with the various units. In addition, a few units are hosting focus groups to better understand the results of satisfaction surveys, and these results are disseminated throughout the individual units.

In addition, IUPUI administers **campus-wide surveys** each year: the National Survey of Student Engagement (NSSE) is administered every three years, and on the off-years a home-grown Student Satisfaction and Priorities Survey is administered, each to a random sample of currently-enrolled students. Also, the recently-developed Student Pulse Survey Program allows the opportunity to administer short surveys related to hot topics two to three times each semester. The Division analyzes these various data sources each year in order to obtain an overall picture of the student experience at IUPUI.

One of the newer initiatives is the **assessment of student learning outcomes**, primarily based on the IUPUI Principles of Undergraduate Learning (PULs). The Division mapped a set of its programs and services to the PULs, and currently specific offices (specifically OSI and CAPS) are in the process of analyzing data as related to this newer effort.

Organizational and Unit Effectiveness

When respondents were asked to reflect on whether or not they perceive their unit and the Division as effective, there was a wide variety of responses mostly based on issues of **staffing, funding resources, and issues of organization change**. Many indicated their current internal-unit structures were adequate, yet several indicated a need for more staff. Some respondents indicated a need for an increase in funding, where others mentioned considering minor reorganization or re-assignment of duties based on changes in leadership.

The responses for this question were quite diverse and therefore not easy to organize into common themes across respondents. Most respondents discussed their individual unit effectiveness and indicated that any problems were being handled internally and

were not caused by issues beyond their control in the larger Division-wide organizational structure.

SWOC Analysis

The next four questions related to a SWOC analysis, or a discussion of **perceived strengths, perceived weaknesses, opportunities for growth, opportunities for reallocation of resources, and perceived challenges.**

Strengths

Respondents indicated that the Division's strengths related to **collaboration efforts, strong staff, good reputation on campus, and a commitment to professional development.**

The Division collaborates in a variety of ways that help foster student success, including the following:

- *Cross divisional committees (employee hiring, programs, events).*
- *Strong partnerships with University College and the Center for Service and Learning.*
- *Effective partnerships with university and community constituents.*
- *Clear communication, engaging with clients, customer service and transparency with our clients are key in our work ethic for all staff.*

Respondents to this question indicated the presence of a strong, diverse staff:

- *Enthusiastic/dedicated/talented staff involved at the regional and national level.*
- *Passion/commitment of staff to the work.*
- *Staff flexibility and ability to adapt to demands.*
- *Staff with positive and helpful attitudes – enthusiasm for helping students and IUPUI as a whole.*
- *Multiple new staff coming from different institutions and willing to try ideas that have not been tried at IUPUI before.*

Similar to the external respondents, internal respondents indicated a solid relationship with several campus partners:

- *Positive reputation across campus related to the Behavioral Consultation Team.*
- *Positive reputation of the collaborative and supportive work of units such as CAPS and SRRC across the campus.*
- *Excellent reputation among students, staff, and faculty that regularly interact with our programs, services and activities.*

Finally, respondents perceive that the Division has a strong commitment to professional development in a variety of ways:

- *We are one of the few Divisions on campus that requires annual performance evaluations.*
- *Most of us are very well informed of what resources are available to staff and students inside and outside of the division. That is a result of the employees truly caring about their jobs.*
- *I feel the leadership in the division is committed to the pursuit of best practices through professional staff development, improve communications between departments and effective collaboration between departments in Student Life and University College.*

Perceived Weaknesses

Internal respondents indicated they perceive weaknesses in the Division as related to **collaboration/partnerships, staffing, name recognition on campus, funding, facilities,** and **strategic planning**. Note that collaboration, staffing and reputation were also cited as strengths, but there is a perception of having room for improvement in these areas as well:

Collaboration / Partnerships

- *Lack of strong partnerships across campus can lead to duplication of programming, resource requests, and further challenges.*
- *Internal partnerships could be improved.*
- *The lack of collaboration and partnerships runs parallel to the “siloes” nature of IUPUI, yet counter to the value of collaboration and partnerships that IUPUI holds dear.*

Staffing

- *Understaffed in key areas (CAPS, Student Health, Campus Rec, SRRC).*
- *Staff needs to grow and develop / needs more “seasoned” staff.*
- *Affects ability to work across departmental boundaries or provide outreach to students.*

Reputation on campus

- *Many on campus are not aware of the programs and services offered by the Division.*
- *2010 Reputation survey results demonstrate evidence of a name recognition problem that the Division has on campus.*

Funding

- *Limited funding.*
- *Further expand the off-campus housing fair.*
- *Need to develop different revenue streams.*

Facilities

- *Need to develop additional housing, wellness, and health facilities to live up to the “health sciences campus” designation across Indiana University.*

Strategic Planning

- *Old [current] strategic plan is stale, and yet it technically does not end until 2012.*
- *All departments need to review their strategic plans, mission, vision, and goals to ensure they align with the Division’s after completed.*
- *A few departments need to create new strategic plans, based on staff turnover or results of recent program reviews and new Divisional strategic plans.*
 - *Conduct a divisional alignment process to new goals strategic priorities*

Growth Opportunities

Many respondents had ideas for how current programs, services, and activities could grow, primarily by way of **strengthening existing campus partnerships** and **increasing support for wellness**.

Partnerships

- *Build up current partnerships including academic affairs, food services, career services, alumni affairs, athletics.*
- *Explore an expansion of the Orientation program to include an overnight orientation in our residential facilities. It would set students off on the right foot and can help them be mentally prepared to start their college journey.*
- *Develop parent programs to partner with orientation.*

Wellness

- *Expanding the services provided in Housing and Residence Life, Recreation Sports, and Food Services (there is wide-spread agreement among students, faculty and staff of the ever increasing need for improvement in these areas).*
- *Student, faculty, and staff support for building a health/wellness center.*
- *Increase in wellness services for all students. Continue to target resident students and also outreach to students living in nearby off-campus housing facilities.*
- *Health Services expansions already include opening a clinic in the Campus Center (Campus Center Student Health), limiting the out of cost expenses students will pay to see a provider and expanding our insurance billing so that we will bill for all students who have a university- sponsored health insurance plan.*

Opportunities for Reallocation of Resources

In terms of opportunities to reallocate resources, themes arose in terms of non-tangible resources like **collaboration**, but also in terms of tangible resources like **fees** and **staffing**:

Collaboration

- *There should be more collaborative efforts within the Division; there could be overlap in the marketing and support of parallel programs and services. As examples, Campus Recreation could be a huge help in attracting students to live on campus, HRL could help support and push larger campus events through OSI, and the Social Justice Programs in both OSI and HRL could be working more closely on joint efforts/projects.*
- *Housing/Residence Life and IUPUI Food Service can work together to make sure students living on campus have outstanding access to nutritional food options. This has started, but it's a great opportunity for growth.*
- *The Social Justice Center in Housing/Residence Life needs to continue working with OSI and develop a relationship with the Multicultural Success Center.*
- *Housing/Residence Life, Office of Student Involvement, and the Office of Admissions can do a better job of working together to better market housing to incoming first-year students and transfer students in addition to getting involved on campus.*
- *Develop strong relationship with Ivy Tech in support of the Passport Program*

Fees

- *Institute No Show fee for psychiatry – planned for fall 2011.*
- *Continue to revise the student fee allocation process.*
- *Any fees need to be evaluated to remain student focused and not cost prohibitive to campus departments.*
- *Currently assess fees for services and equipment for non-university clients using the Campus Center; exploring a rate increase for departments, non-profit/government/education groups and non-university groups.*
- *Successful Board of Trustees approval for a dedicated health and wellness fee to be instituted for the IUPUI campus – main push should be “spearheaded” by USG and GPSG with support from Student Life.*
- *We need to examine if positions in the Division not currently funded by General Fee should be considered for future General Fee funding – for example, the Student Advocate position serves students so it makes sense for it to be funded by student fees.*

Staffing

- *Review staffing models congruent with CAS and industry standards.*
- *Review positions supported by student fees to determine if they are most appropriately allocated*
- *Assessment of role, scope and duty of human resources; are we utilizing our staff to benefit from their collective talents with our current structure or could we form a new organizational chart with more partnerships or departments?*
- *Issues of social justice and diversity should be infused throughout the entire Division. Does this responsibility need to lie with just one staff member? Perhaps we could develop a joint position between Student Life and Diversity, Equity and Inclusion.*
- *We might consider requiring a percentage of student employment positions to be work-study eligible.*
- *Creation of Off Campus Housing Coordinator to continue work recently started in this area*

Greatest Challenges

Respondents identified four major areas for challenges to the Division of Student Life, including financial limitations, staffing, space, and communication.

Financial limitations

- *The funding model (especially for general fees) makes it difficult for Student Life to be adequately funded.*
- *The current fiscal climate of higher education in Indiana (including continued budget cuts).*
- *The maintenance and upkeep of facilities: the financial support is currently present but limited for long term sustainability.*

Staffing

- *Understaffing – not able to meet current demand.*
- *Transitions/adjustment of new staff.*
- *Recruitment/retention of not only students but also staff.*
- *Staff turnover resulting in low staff morale.*

Space

- *There are many requests for Campus Center space. As the campus community grows, it spills over into the Campus Center as it is the “hub” on campus. This is a wonderful opportunity but our challenges are limitations in space for: 1) seating in food areas, 2) quiet study areas, 3) general seating/lounge space, and 4) meeting space.*
- *Additional on-campus bed space.*
- *A dining center primarily for residential students.*

Communication

- *Communication with other non-Division campus decision-makers on the status of dining, housing, and recreation facilities. It is tough to make these decisions on capital improvements when we also need to seek approval from the powers that be in Bloomington.*
- *We don't necessarily tell our story the best we can. Around campus we have some key allies and partners, but much of the rest of the campus and community doesn't understand what we do or why we are beneficial on the campus.*

Ideas for Innovation

There were numerous ideas for new programs, services and activities that could be considered by the Division in future strategic efforts. In particular, there were many ideas for expansion of the Division, for development of off-campus student services, and for an increase in partnerships both on campus and in the greater Indianapolis community.

Expansion of Division - various

- *Expand the role of the Student Advocate to be more of an Ombudsman for the University.*
- *Have a remote Multimedia Production Center location in campus housing.*
- *Consult with other IU campus about establishing multimedia centers for their campuses.*
- *The Student Media space should be acquired by Student Life to be used for additional office space. This space has been an issue for years – and is not used by students. It is rare to see more than two (2) students in the room and they are typically the journalism student required to be there. At a minimum, this space should be utilized by individuals that serve students.*
- *An effort is being made to package and sell the BCT database that was created “in-house” by HELPnet.*
- *We should revisit the possibility of bringing OVMP (Veterans) into Student Life. This discussion should begin with Dean Sukhatme. He was supportive of this idea prior to the departure of the previous Assistant Vice Chancellor.*
- *Satellite Rec Center Areas: find a way to open up more of our existing space for students to work-out. Maybe have a satellite workout facility in a Housing area in the basement of Ball Hall. We may need to go in this direction to meet the needs of our students.*

Expansion of Division – off-campus student services

- *Off-Campus Housing under the direction of SRRC and the Student Advocate could continue to become a larger entity. We have done very well in creating budgetary resources for a unit that only has a budget line for essentially the salary of the director and the student advocate.*

If we could add one more full-time person the Student Advocate office could continue to grow and become a greater resource for off-campus student life.

- *We have a growing population of students living with student off-campus. They need outreach education on how to live in a community, resource referrals for services (transportation, signing leases, noise ordinances, trash, and responsible party hosting, cooking, shopping, voting...).*
- *Off-campus students also need advocacy. This includes issues in the community and a centralized office for assistance with non-academic issues such as living in housing that is safe. They also need assistance articulating to family members what it is like to be in college and what support they need to be successful.*
- *Create a location where students living off campus and non-traditional students can find resources to help them be successful.*
- *Off Campus Housing Resource Coordinator – OCHRS was established to serve the needs of our Students, Faculty and Staff by providing information and resources to help guide you through the often times overwhelming processes involved in securing off campus living.*

Development of Additional Partnerships

- *Build a liaison relationship to University College's Academic and Career Planning unit specifically to enact opportunities around the personal development plan (PDP) as related to co-curricular involvement. Need much more clarity in this area. Student Life should be viewed as the experts in co-curricular involvement.*
- *Strategically integrate healthy living skills with Learning Community curriculum.*
- *Develop partnerships with local health clubs to enhance health/wellness of students, faculty, and staff.*
- *Collaborate with local universities – sharing/trading speakers/programming.*
- *Partner with the Center on Philanthropy to develop a comprehensive fundraising seminar for student affairs professionals that is grounded in student affairs and philanthropic research.*
- *Health Services (HS) is within the School of Medicine, which does offer some opportunities. HS can work with Departments within the School of Medicine to provide better specialty services than presently exist. HS is also closely affiliated with IU Health and IU Health Physicians and can also assist in students better utilizing such resources.*

General Recommendations – Internal Constituents

There are several recommendations for the Division to consider in its future work. First, continue to focus on key strengths identified in the study: building up our staff, working with key campus constituents, and maintaining excellent rapport with student leaders.

Second, it is important to continue with the expansion of efforts related to assessment of student learning in all appropriate aspects of our work. Continued work in this area will not only help students make meaningful connections for their development, but it will also allow the Division to best demonstrate its impact on student development.

Next, the Division should develop alternate funding sources. For example, a review of existing fee structures could occur with the goal of maximizing revenue where possible. In addition, Division staff could more proactively seek development opportunities, grant funding and corporate partnerships where appropriate resulting in more revenue streams.

In addition, the Division staff needs to improve its communication. This has internal implications toward assuring a common voice. Externally, an improvement in communication can better promote the programs and services by the Division to its constituents

Finally, the Division needs to continue its support of campus diversity initiatives. A more intentional partnership could occur with the Division of Diversity, Equity and Inclusion. In addition, the Division must infuse diversity, civic engagement, and social justice into all that it does across every service, program and activity offered to students.

Summary

This self-study is informative for helping to improve the Division's presence at IUPUI. While it is impossible to accurately capture all voices of all internal and external constituents, the results will be used to address as many concerns as possible while highlighting the numerous already-existing strengths the Division has to offer. The results of this self-study will be shared with the leadership of the division and many of the respondents/constituents. Finally, the themes identified in this work will provide the Division with a starting point in its strategic planning process.

The information obtained in this study will allow the Division leadership to consider pursuing the following initiatives that address some of the previously-identified findings:

1. Develop coordinated programs and services focusing on parent and family services.
2. Create comprehensive health and wellness programming via:
 - a. Increased resources for Campus Recreation.
 - b. Expanded Student Health Services.
 - c. Additional counselors at Counseling and Psychological Services.
 - d. Develop a coordinated health prevention and education program.

3. Expand campus housing and dining.
4. Have greater intentionality for serving on campus-wide and community committees that impact our students and this institution.
5. Connect retention efforts with co-curriculum, in partnership with IUPUI's Personal Development Plan (PDP).
6. Revise mission, vision, values and goals to better-align our work with the campus mission and continue the support of all students.
7. Develop intentional collaborations across various units, emphasizing a culture that encourages school spirit and the development of meaningful, deliberate partnerships.
8. Create a comprehensive development plan for the Division to identify alternative revenue streams.
9. Develop a centralized set of services to support students living off campus.

These initiatives may become solutions for issues raised in the self-study. These ideas allow us to be strategic in working with the ever-changing population of students at IUPUI by providing the highest, most up-to-date level of support for ongoing success.

Appendix A: Initial E-mail to Campus Constituents and Partners

May 17, 2011

Dear Colleagues:

In preparation for my arrival on July 1st as the Vice Chancellor for Student Life, an initiative that the leadership and I are undertaking is a divisional self-assessment. We will be using the next six weeks to complete this work. Although we have an aggressive timeline, the senior leadership team is very excited about the opportunity to provide feedback on what we are doing well, comment on areas where we can improve, and examine potential for future impact.

Each director in the division has been asked to examine his or her department and the direct reports to the VC have also been asked to do the same from their perspective. To make this self- assessment as comprehensive as possible, we would like to solicit your input as well. Because of your involvement over the past years with various Student Life initiatives, we feel that your comments will be very helpful. My intentions were to meet with each of you separately to discuss the questions listed below; however, the deadline for completion of the full assessment is August 1st. Consequently, it is necessary that this questionnaire be completed via electronic correspondence.

To complete this portion of the self-assessment quickly and allow time to incorporate this information into the final report, we would like to have your thoughts by June 6th. I realize that this is a busy time for all of us, so thank you in advance for assisting us in completing this important project.

Until I arrive on campus, please email your completed responses to Robert Aaron at the information located at the bottom of this page.

Sincerely,

Zebulun R. Davenport, Ed.D.
Incoming Vice Chancellor for Student Life

From your perspective, please answer the following questions:

1. What are the two or three greatest strengths of the Division of Student Life?
2. Where do we need to strengthen? List two or three areas.

3. How might greater collaboration with your area contribute to Student Life's ability to support student success better?
4. Identify any opportunities for collaboration that exist in areas other than your own, including those in the larger Indianapolis community
5. Name an area or project for innovation that the Division of Student Life could pursue.

Appendix B: Initial E-mail to Division Leadership Team

May 3, 2011

Greetings all:

It is truly my pleasure to join the Division of Student Life at IUPUI. While we all are enamored with work, I am very excited about the transition to IUPUI. In preparation for the transition and for our strategic planning process, we all agreed that it would be appropriate to step back and conduct a divisional self- assessment. In direct consultation and partnership with Dr. Pomerantz and the leadership of the division, we will embark upon a project that will yield the foundation for the future of Student Life.

Upon being offered the position of Vice Chancellor of Student Life, Dr. Charles Bantz was very clear about his vision and support for this division. He stated in my invitation letter that, "it will be critically important that Student Life support the institutional mission of learning, research, and engagement." He also said, "As you move forward, please keep in mind the increasing role of student life in the campus' development and the increasing need for a highly professional and effective student life team, the critical importance of student housing, health and wellness facilities for the campus community, and improving student success". Based on these statements, I believe every area in the division has been addressed in some way, shape, or form. Finally, Dr. Bantz expressed his full support of a divisional self- assessment as a prelude to the creation of a new strategic plan.

As we go about this important work, please remember to be intentional and think deeply about how we integrate both the curricular and co-curricular experiences of our students in a way that helps produce graduates who are prepared to live, work and exercise citizenship in a world that is changing day by day.

Finally, we have a strong student life division, and it is important for our staff to know that we are supported by the Chancellor and the other Vice Chancellors. This self- assessment will allow us to reflect upon what we are doing well and what it would mean to move to the next level in our efforts to advance the success of our students. While this **self-assessment has a short timeline, it will serve as the prelude for the next phase of our work, which will require greater depth. So, focus on the major elements and don't get immersed in any one particular dimension.** That said, it will be important that you are succinct, straightforward with your assessments, and look for future opportunities.

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Timeline:

- May 3: Dr. Pomerantz introduces the self-assessment at the Leadership Team meeting
- May 17: Dr. Davenport meets with the Leadership Team to answer questions, get status reports, and generate discussions
- June 30: Submit completed self-assessment to VCSL office for Dr. Davenport when he arrives July 1

Student Life Self-Assessment Instrument (for Division Leadership Team)

Below are the questions to which you should respond. Use of resources other than you and your staff are not required to complete this assessment, but if you use resources to assist in this process, i.e., other institutions for comparisons, list serves, research, literature, or any others, please indicate the source.

1. What are the key outcomes that the division is trying to achieve on behalf of our students?
2. How do we know if these outcomes are being achieved both at the divisional and departmental levels? What is our culture of evidence?
3. Describe how your department is or is not organized or structured appropriately to achieve the outcomes for your department and those of the division. Use this question to reflect on whether or not your organization is effective.
4. What are our greatest **strengths**?
5. Where do we need to strengthen (**weaknesses**)?
6. Where are **opportunities** for us to further support the mission of IUPUI by supporting civic student engagement, impacting student involvement, learning outside of the classroom, and assisting students as they transition into, through, and out of the institution? Also, think about **growth** opportunities for our division.
7. Does the division have **opportunities** to generate or reallocate resources in order to better support its core mission? If so, where. (Think outside the box.)

8. As we consider growth and impact to learning, what are our greatest **challenges?**

9. Identify 3 to 5 areas or projects for innovation that we as a division could pursue. (Think outside the box.)

Hopefully, these directions will provide you with sufficient information to enable you to complete this self-assessment successfully. Dr. Pomerantz and I are here to assist if you have questions. As we work to create a document that will be the foundation for the future of Student Life at IUPUI, I hope we will focus on all possibilities.

Appendix C

IUPUI Division of Student Affairs Program Review

BUILDING BRIDGES TO STUDENT LEARNING: AN ORGANIZATIONAL IMPERATIVE

IUPUI Student Affairs Program Review

November 5-7, 2013

Submitted: December 6, 2013

Team Members:

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**Program Review of the Division of Student Affairs
Indiana University-Purdue University Indianapolis**

The establishment of co-curricular learning that is intentionally designed to complement the academic mission of the academy is well documented in the history of American higher education. (Cohen & Kisker, 2010) The collegiate way (i.e., co-curriculum) helped to establish the philosophical and historical foundations for many of the non-intellectual purposes of the American college. (Rudolph, 1962) Some historians even identify this movement as one of the few transformations that make American higher education unique, and indeed a feature of envy to the rest of the world.

Providing a broad variety of co-curricular educational programs and services that enhance students' academic experiences is a significant part of developing the whole student. (Hamrick, Evans & Schuh, 2002). Historically, these co-curricular initiatives evolved under the leadership of the early deans of students who helped shape the philosophical foundation, programmatic focus and provided the rationale for the expansion of services that are frequently housed within the student affairs portfolio. These initial services focused on student conduct, residential living communities, student organizations and individual well-being. Student affairs professionals are bridge builders who focus on creating intentional learning environments within these services that promotes transformational learning where holistic development is used as the framework for program design.

No single model for structuring a broad variety of student programs and services on college campuses exists (Manning, Kinzie, & Schuh, 2006). Structures reflect the unique histories and environmental circumstances of the individual institutions. At the core of these structures are some general principles that apply: 1) values that guide the conduct of professionals in the field; 2) leadership provided by a chief student affairs officer (CSAO); 3) assistant or associate officers who report directly to the CSAO; 4) staff support in a variety of technical areas for the above; 5) a span of control and depth of organizational structure that reflects the size, needs and complexity of the institution; 6) the CSAO serves as a member of the president's cabinet; and 7) appropriate credentialing of professional staff. Also important is the establishment of both formal and informal relationships with units throughout the campus community, including town-gown relations, thus building bridges that provide students with a seamless collegiate experience.

The history of the Division of Student Affairs at IUPUI reflects many of the developments identified above as the university has responded to the changing needs of its students. This Program Review is yet another step to take the Division to the next level. The over-arching questions that guide this program review are as follows:

1. Is the current organizational structure of the Division of Student Affairs appropriately aligned with national trends to best support students? Why or why not?
2. What strategies could be implemented in order to meet the needs of the ever-changing demographics of our students?

3. How should the Division of Student Affairs position itself in order to ensure all students are aware of the various ways they are supported?
4. Is the Division of Student Affairs appropriately funded to adequately deliver high-quality programs and services?

Additionally, this report will provide specific evidence of program quality and challenge areas that are generated from the review of relevant data and interviews with students, faculty and staff who know the Division of Student Affairs.

Question 1

Is the current organizational structure of the Division of Student Affairs appropriately aligned with national trends to best support students? Why or why not?

Prior to 1990 Student Affairs was a broad range of offices, programs and services designed to meet the needs of a diverse student body. Over the years, several of these functional areas were moved to other administrative units within the university, thus cutting in half the size of the division. Subsequent to this time, other institutional decisions were made that impacted the shape, name and alignment of the division, essentially downgrading it from a more comprehensive program to one that is considerably smaller in scope and significantly challenged in terms of promoting student success. The division has undergone repeated restructuring and frequent changes in leadership and has only recently established the sort of stability that allows it to assume its full potential.

Recent actions to restore the divisional name to Students Affairs and the hiring of Dr. Davenport were important decisions that both repositioned the division and provided it with professional leadership that aligns more appropriately with the university. It is our belief that the current organizational structure of Student Affairs is indeed aligned with national trends, and is now consistent with the general organizing principles for Student Affairs identified above. Equally significant, students, academic administrators, support and professional staff spoke in specific terms about how much progress has been made with these recent developments; however, the same individuals expressed concern about the “daunting challenge” Student Affairs has meeting student needs and helping them succeed.

It is the belief of the Program Review Committee that in order to appropriately respond to students’ co-curricular needs and the institution’s learning imperative, key functional areas should be reviewed for possible return to Student Affairs. Utilizing the organizational principle that “form follows function”, the review team believes the following areas should be reviewed for this consideration:

- Career Development
- Disability Services
- Multicultural Affairs
- Orientation
- Veteran Affairs

Respondents during the program review process expressed support for other functions in Student Affairs, including:

- Enhanced Alignment of Academic Misconduct
- Additional Staff in the Counseling Center
- Fundraising
- LGBT Services as a topical area. ALL of the affinity groups (including latino/latina constituency) have expressed great need for support in this area.
- Student Health and Wellness Center

The Review Team was impressed by the credentials of the professional staff in Student Affairs. Although understaffed, their spirits are high and they have exercised creativity to stretch limited resources. Respondents during the review process frequently spoke about utilizing split appointments, interdepartmental sharing, staggered work schedules and coordinating councils to stretch limited resources.

The Division of Student Affairs enjoys strong support both in terms of its organizational realignment and the collaborative way it carries out its responsibilities; however, some respondents reported that frequent divisional name changes and past decentralization of services have created confusion regarding the role of Student Affairs, its location, and communications across the university.

There was great relief expressed by most respondents regarding the current changes within the division and the stability it will provide. The organizational structure of the Division of Student Affairs is appropriately aligned with national trends; however, additional resources are needed to meet current and future needs of a rapidly changing student body.

Recommendations

- Develop a marketing plan to improve the visibility of the Division of Student Affairs and enhance its utilization by students, faculty and staff.
- Establish a review committee to evaluate the re-integration of units identified in this report.
- Hire a development officer to help offset the growing costs associated with student services and learning.
- Increase the General Fee to provide direct support for student programs and activities.
- Increase the number of Counseling Center staff to meet the growing developmental and psychological needs of an increasingly diverse student body. Current and future caseloads necessitate 5-10 additional FTE's.
- Create a Student Affairs/Academic Affairs Coordinating Council to enhance communication and coordination of student services and programs. Special emphasis should be focused on enhancing the university learning imperative.
- Campus-based services that involve student academic conduct need to have a centralized system to ensure the institution is providing for due process with appropriate levels of appeal. Additional resources are needed to ensure that Title

IX and the Clery Act requirements by the federal government are being handled appropriately. An institution of IUPUI's size needs to grow by at least one additional conduct officer.

Question 2

What strategies could be implemented in order to meet the needs of the ever-changing demographics of our students?

Urban campuses, such as Indiana University-Purdue University Indianapolis (IUPUI), have always been at the forefront of serving the higher education needs of the nation's cities and metropolitan areas. This understanding of the significance of America's urban colleges and universities is at the core of the "21st Century Declaration of the Coalition of Urban and Metropolitan Universities".

Universities located in cities and in the surrounding metropolitan areas have been key players in this (America's) revitalization, and will play an even greater role in the future. As anchor institutions, they are major employers and developers, they stimulate and nurture new economic enterprises, they build the workforce, and they enrich the cultural life of America's cities. They partner with government, community organizations, health care systems, public schools, not-for-profit civic groups and others to address the needs of urban residents, provide vital services and strengthen their host city's social fabric.

Urban and metropolitan universities also draw on the rich array of business, governmental, cultural and civic institutions located in urban areas to expand student learning and enhance research opportunities for faculty and students. Urban university community engagement enriches metropolitan communities while strengthening the universities' core commitment to teaching and research. (Coalition of Urban and Metropolitan Universities [CUMU], 2010)

"More than two-thirds of America's population and two-thirds of its jobs are based in major metropolitan areas" (CUMU, 2010) and it's no wonder that urban campuses are where change occurs. Comprehensive undergraduate programs, medical and dental schools, law schools, investments by business and industry, k-12 partnerships, community and civic engagement opportunities define the very essence of these universities.

In addition to CUMU, the commitment to urban higher education is further strengthened in the initiatives of the Coalition of Urban Serving Universities (USU) which seeks to "strengthen America's cities by concentrating on four areas—creating a competitive workforce, building strong communities, improving the health of a diverse population, and fostering student achievement."

As one of the benefits of being located in the capital city of Indianapolis, which is the cultural and economic hub of the state of Indiana, IUPUI has long been recognized for serving the most diverse student body in the state. It provides educational opportunities

for adult learners, international students, historically underrepresented students, students of color, residents of other states, traditional aged students, and those seeking advanced and professional degrees. It is against this backdrop and with full understanding of its place in urban higher education that IUPUI and specifically the Division of Student Affairs recognize the opportunities and obligations they have to meet the "...needs of the ever changing demographics of our students."

Recommendations

- Utilize focus groups and other survey mechanisms in reaching the current population of students to ascertain the types of programs and services they would like to see offered by the Division of Student Affairs and the University as a way of enhancing their student experience.
- Consider utilizing similar survey strategies with recent alumni (3-5 years) to gain their insights as to what programs and services they would have liked to experience during their time at IUPUI.
- Develop a plan to build a comprehensive Health, Wellness, and Recreation facility on campus. The building of the Campus Center in 2008, the opening of the Tower Residence Hall, the plan for new on-campus residence facilities, along with development of private housing options for students near campus all have created a demand for such a facility and it cannot continue to be ignored. Student Affairs is based upon the premise of the development of the whole student and as such, the healthy development of the mind, body and spirit of the student is crucial and the creation of such a facility should be exclusively for the students and members of the University community. Facilities and funding models exist on nearby urban campuses and this opportunity should be capitalized on in an effort to provide the full scope of the "collegiate experience" for the students of IUPUI.
- Develop a stronger relationship (and possible realignment of Student Affairs personnel in the schools to report to the VCSA) in an effort to enhance communication among and between staff, strengthen academic and social support mechanisms for students, and provide high quality customer service for students. This can be accomplished through in-service and professional development conferences/programs, online newsletters, etc.
- Continue to explore ways beyond Jag-TV, Jag-news, etc. to reach students with the goal of informing them of the myriad of programs and services available to them. It is acknowledged that this is a difficult task given the ever changing world of technology and media, however, it must be considered.
- Continue to find ways to communicate and highlight the work of Student Affairs to the rest of the University community in an effort to educate campus constituents about the value of creating and enhancing co-curricular experiences for IUPUI students.
- Seek base funding to increase staff and provide support services in areas that have been noted in the Division's strategic plan and/or have identified as necessary to increase student engagement and student learning.
- Utilize and/or provide increased professional development opportunities (conferences, workshops, webinars, etc.) to stay abreast and inform staff of

trends and developments in Student Affairs and higher education that impact the division and the University.

Question 3

How should the Division of Student Affairs position itself in order to ensure all students are aware of the various ways they are supported?

Recognition of the Division of Student Affairs as a campus-wide provider of student services has grown as the division responded to the changing landscape of the institution. IUPUI has emerged as an institution of choice, attracting a diverse range of traditional, non-traditional and professional students to what has become the third largest campus in the state. The Division of Student Affairs, in partnership with the campus administration and other institutional partners, has responded to this shift through the construction of physical facilities that are key to creating the conditions necessary for student engagement and by establishing an organizational infrastructure to create the collaborations necessary to meet the needs of the changing student population. The construction of student apartments, the completion of the Campus Center, and the conversion of the University Hotel into a new housing and dining center, have provided a framework for the establishment of a residential-based campus life. This is evidenced by the growth in student organizations which number over 300. Such organizations represent the lifeblood of a strong student-centered campus culture. In addition, the arrival of Dr. Davenport three years ago has led to organizational changes that have helped reposition the division as an effective partner with the academic units through the creation of the Principles of Co-Curricular Learning (PCLs) and the assembly of an effective and dedicated leadership team. The eight PCLs incorporate the six campus-wide “Principles of Undergraduate Learning” (PULs) which have focused the academic mission of the campus for more than two decades, but they do so in a way that highlights the importance of the learning that takes place outside the classroom. They also add two unique principles focused on the development of the whole student and students as engaged members of the community. In addition, the shared administrative position with University College and the many informal relationships with colleagues in the schools and other units across campus have helped anchor the division as an integral part of campus culture. Significant challenges remain in communicating the division’s diverse and complicated mission to a campus population that is also diverse and complex. In addition, the growth of campus student-life comes with the emergence of a “24-7” need for student services.

Awareness of the division, its mission and services varies by constituency. The university administration views the division as an important partner in the continued development of the campus and its evolving mission. Specifically, there is an appreciation for the importance of campus housing, residence life, counseling and psychological services, and Dr. Davenport’s leadership in articulating the division’s mission with the developing campus strategic plan. It is also evident that the division needs to continue to emphasize the many other ways in which it contributes to student development, intellectual growth and persistence on campus. Students understand those areas in which they are directly involved, such as organizations and clubs (Office of

Student Involvement), Counseling and Psychological Services (CAPS), or Housing and Residence Life. However, few students have an understanding of the overall structure or mission of the division, and perhaps more to the point, a significant proportion of the student body, such as the non-traditional students, graduate and professional students have little opportunity to interact with the division and its programs as they are currently aimed primarily at traditional-aged and resident students. Students had several suggestions for improving communication. Faculty and staff in the academic units also vary in their awareness of the division and its roles on campus. Some persist in viewing the division as an auxiliary devoted to “campus life” and student programming. Colleagues in the academic units report good partnerships with individuals in Student Affairs. Support staff from within the academic units noted that the student experience on campus was far from seamless, resulting in part from the very decentralized history of the institution with much of the power and programming concentrated within the units. But additional communication issues were identified within Academic Affairs, such as confusion regarding reasons for changes within the division (name and organizational changes) and issues with differences in academic and student life calendars and cultures. Staff from administrative and “auxiliary” units (Enrollment, Admissions, and Auxiliary) suggested that Student Affairs has become an increasingly involved partner. For example, Admissions works closely with Student Affairs in planning services for admitted students. Likewise, the Division of Diversity, Equity and Inclusion works effectively with the Office of Student Involvement in sponsoring the events associated with the affinity groups. It was widely acknowledged that Student Affairs has done an excellent job in responding to the changing demographics and student profile of the institution. The division was seen as a good partner and it is widely believed to be under good leadership with an exceptionally strong team of professionals running the division. Within the division, there is evidence of a strong sense of shared mission, especially among the leadership team and the senior staff. These individuals expressed appreciation for the leadership provided by Dr. Davenport and general support for the extensive reorganization of the division he has directed. There is broad understanding of the “students first” ethic within the division and shared sense of purpose in helping students to develop intellectually and personally through their IUPUI experience. Shared values and understanding of the unit’s overall mission decreased somewhat among the rank and file staff who noted the difficulty of communication from the top down and across intra-division “silos”.

Recommendations

- Identify a high level staff position to work directly with Indiana University Communications to enhance the visibility and marketing of many student services offered by the Division.
- Evaluate the role of the school-based student services/affairs functions in each academic unit. Determine and establish formal mechanisms to create a more seamless experience for students in regards to accessing support and information about how to navigate the collegiate environment.
- Health and Wellness programs are needed, whether or not a Wellness Center is constructed to create a hub for the dissemination of information and division programming related to student well-being and development. More than a fitness

facility – wellness and health inclusive of psychological services (holistic development).

- Develop a “Student Affairs Handbook”, given at admission that outlines the mission, structure, and services of the division.
- Greater emphasis should be placed on integrating student learning outcomes (PCLs) within urban mission of the institution.
- Collaborate with orientation staff to ensure both an academic focus and a campus life focus for each IUPUI student to provide a clear idea of the many services available to them through the division.
- The division should work with campus partners to find means of extending its message and services to the large number of graduate, professional and non-traditional students that make up such a large part of IUPUI’s student population.

Question 4

Is the Division of Student Affairs appropriately funded to adequately deliver high-quality programs and services?

Student Affairs, as a profession, relies on synergy between departments and sharing resources to benefit students. At the institutional level in a decentralized system, it is challenging for Student Affairs to meet the complete needs of students when resources in other areas have differing priorities placed upon them. IUPUI has these dynamics throughout its structural system and this review should be used to stimulate campus-wide discussion about the most effective ways to prioritize and, where necessary, redirect resources to meet the emerging demands on student services necessitated by the changing dynamics of the campus.

IUPUI has become a pedestrian campus. Students are increasingly riding and walking throughout campus and as a result, there are expectations for more convenient services. The campus has become a true 24-hour institution due to the additional housing options on and around the campus. Increased demands are noticeable in campus safety, evening recreation and services, programming space, student engagement, and better dining availability.

Another consistent observation was the challenge related to the “IU brand”, and specifically the role Indiana University central administration has had in the internal operations of IUPUI. There was wide-spread concern over the multiple negative impacts this perceived “micro-management” has had on the campus. For instance, there was concern that the consolidation of the IUPUI and IU police forces with central control residing in Bloomington could impact campus safety after hours and throughout the day. Furthermore, the need for additional housing, dining options, programming and recreational space is perceived as being restricted by Indiana University central administration. It has also impacted student satisfaction and perception. Having a campus identity is important to students, in particular. IUPUI is a first choice university, and students selected IUPUI, not IU, as their institution of choice. While this may subside in the coming years, the memory of how it occurred will be less easily forgotten.

Student learning continues to provide the foundation throughout campus. Student Affairs is well positioned to partner with the academic units across campus in this regard and help define an innovative campus model for other research universities to emulate. Allowing Student Affairs to partner in student learning throughout campus will enable IUPUI to become an institutional leader in its promotion as an urban campus. It is part of what makes IUPUI unique and the campus should truly understand what this means and how it can enhance the student experience. Within a very short distance are many cultural, community and dining opportunities. IUPUI should continue embracing being a part of a vibrant community like Indianapolis and identify ways to stretch its “borders” and have students impact the nearby communities and have the communities impact the students.

Recommendations

There are a number of items in the IUPUI strategic plan where Student Affairs is well positioned to lead the campus; specifically, in the areas of Student Learning & Success; Student Community Engagement; Campus Climate; and Citizenship.

Below are six areas in which opportunities exist for IUPUI to strategically address funding.

- Enhance services to veterans. According to a *L.A. Times* article (October 6, 2013), one million veterans are currently enrolled in higher education and another one million will be enrolling in the next few years. IUPUI has the largest veteran enrollment in Indiana. As a result, it has an opportunity to balance its support of veterans, not just through increased enrollment, but more importantly by increased student support throughout the student’s academic years. The needs of veterans are unique so continuing to grow the services will only benefit this population of students.
- Increase campus housing. The campus is currently evolving to a true 24-hour campus -- culturally shifting from an 8-hour day campus. The impact of housing is now seen throughout campus. IUPUI is recognizing that Housing is an incredible asset. However, as an asset, Campus Housing must be carefully cultivated and enabled to grow to truly provide a meaningful learning environment for students. IUPUI must re-invest campus housing resources back into the housing infrastructure and student programs to best manage this asset.
- Review student fees and campus-wide funding in support of the Division. With the success of Student Affairs in the campus environment, the IUPUI schools are seeing increased retention for all students. IUPUI should re-evaluate student fees and how campus resources are distributed. These resources could be redistributed well beyond the schools to provide new resources for an administrative area (Student Affairs) that greatly impacts all units throughout campus. In order to be competitive in its offerings, Student Affairs needs a budget that is comparable to like-sized state institutions.
- Provide more support and oversight of student organizations. Student organizations are the lifeblood of the student experience. They represent students taking ownership for their own learning, college experience, and overall collegiate

engagement. The growth of this area is also an indicant for future trends, such as the need for additional programming space. The campus needs places to program. The campus needs places for Health & Wellness programming. The campus desperately needs a recreation facility. Campus recreation centers fundamentally change campus patterns even more so than was witnessed after the Campus Center opened. Campus recreation centers are also associated with increased enrollments, improved student health, and stronger student retention.

- Enhance community partnerships with the division. IUPUI is in the position to better leverage the relationships within the Indianapolis community. Indianapolis and IUPUI can enhance program sponsorship opportunities, develop naming opportunities for newer facilities, link student programs to business support, adopt agencies to provide seamless service opportunities for students that can be sustained, and acquire gifts to benefit student engagement throughout campus. As a true urban institution, IUPUI and Student Affairs should foster community-university partnerships that are mutually beneficial.
- Counseling and Mental Health should be better supported. The fastest growth area on many campuses is addressing counseling and student mental health. There is no executive level administrator on any campus in the United States who devotes more attention to the mental health of students and campus safety than the Vice Chancellor for Student Affairs. In the aftermath of the Virginia Tech shooting, this remains a concern for families and campuses. As evidenced by the current case load of the Counseling Center, IUPUI needs more counselors. However, it should also consider evolving the Counseling Center to a more impactful and more cost-effective model by limiting the number of sessions students are seen and using practitioners outside of campus primarily for referral. Generally 70+% of those students seen in a campus counseling center return the following semester.

Evidence of Program Quality

The Program Review Committee conducted over 15 sessions with groups representing various constituencies from the campus and community. Several assessment reports and documents were also reviewed to find evidence of program quality. Without providing extensive detail, the following accomplishments were frequently cited for meeting this standard:

- High percentage of staff with professional credentials who exhibit a “student first” work ethic.
- Exceeding OEO hiring goals.
- Alignment of the Principles of Co-Curricular Learning with the Principles of Undergraduate Learning.
- Alignment of the Student Affairs Strategic Plan (including exceptional vision, mission, goal and values statements) with the emerging Strategic Plan of the campus.
- Divisional reputation for cooperation and collaboration across organizational boundaries/bridge builders.
- Creative use of limited resources that impact student engagement and learning.

- The Campus Center and River Walk Apartments have significantly enhanced the quality of the student experience by providing an enriched living and learning environment.
- Implementation of a “student centered” culture among professional staff that is evidence based.

Conclusion

Given nearly two decades of tumultuous change, the Division of Student Affairs is now poised to take the next steps to become a full partner in the leadership of IUPUI. Significant changes over time created many different problems that must be overcome. Problems of identity, location, purpose, alignment with institutional priorities and the like were outcomes of this constant change. Fortunately, the university has taken the right steps to appoint professional leadership to correct these challenges and play an important role in the growth and development of students.

Our Program Review provides insights that we believe will go a long way to make a good organization even better as it provides bridges to quality programs and services that significantly impacts student learning and development both inside and outside the classroom.

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Appendix D

Interview Protocol

The Process of Organizational Change: A Student Affairs Case Study

Researcher Information:

Joseph M. Hayes

University of Missouri

Jmhvd7@missouri.edu, (317) 517-9752

Purpose: The purpose of this case study is to describe the process of organizational structuring and redesign within a division of student affairs at college or university. This study will offer additional perspective to practitioners considering organizational redesign by increasing the understanding of how it is operationalized.

Semi-Structured Protocol for Leadership Team participants

****The breadth and depth of questions outlined will give you a sense of what I hope to talk about during our meeting. As noted in the research consent form, you may opt to skip any question or end the interview at any time.****

- 1) How long have you worked at IUPUI?
- 2) What role, if any, did you play in the redesign process?
- 3) In what ways did the redesign process reshape/change your professional roles and responsibilities?
- 4) How did the process of restructuring the Student Life division occur at IUPUI?
- 5) What role did the external environment play in the restructuring process?

- 6) How did the outputs of student affairs (e.g., housing contracts, counseling services, student organization advising, and health service providing) affect the restructuring process?
- 7) How did campus and divisional goals affect the restructuring process?
- 8) How did the division culture affect the restructuring process?
 - a. How did the campus culture affect the restructuring process?
- 9) How did the size of our campus population affect the restructuring process?
 - a. How did the size of our division (staffing) affect the restructuring process?
- 10) How was the organizational redesign process perceived by divisional staff members?
 - a. What specific stories or examples can you share that illustrate perceptions of the redesign process?
- 11) What else if anything do you think played a role in shaping the organizational redesign process?
 - a. Is there anything else you would like to share with me about the Student Life organizational redesign process?
 - b. What other stakeholders do you feel would add relevancy to my study if I asked them the same questions?

Semi-Structured Protocol for non-Leadership Team participants

****The breadth and depth of questions outlined will give you a sense of what I hope to talk about during our meeting. As noted in the research consent form, you may opt to skip any question or end the interview at any time.****

- 1) How long have you worked at IUPUI?
- 2) What role, if any, did you play in the redesign process?
- 3) How did you perceive the process of restructuring the Student Life division occur at IUPUI?
- 4) What role did you perceive the external environment play in the restructuring process?
- 5) How did you perceive the outputs of student affairs (e.g., housing contracts, counseling services, student organization advising, and health service providing) affect the restructuring process?
- 6) How did you perceive campus and divisional goals affect the restructuring process?
- 7) How did you perceive the division culture affect the restructuring process?
 - a. How did you perceive the campus culture affect the restructuring process?
- 8) How did you perceive the size of our campus population affect the restructuring process?
 - a. How did you perceive the size of our division (staffing) affect the restructuring process?
- 9) How was the organizational redesign process perceived by other divisional staff members?

- a. What specific stories or examples can you share that illustrate perceptions of the redesign process?

10) What else if anything do you perceive played a role in shaping the organizational redesign process?

- a. Is there anything else you would like to share with me about the Student Life organizational redesign process?
- b. What other stakeholders do you feel would add relevancy to my study if I asked them the same questions?

Appendix E

Invitation to Participate

Dear *Name*:

At public universities, emphasis on expanding enrollments to off-set the reductions in state appropriations has squeezed student affairs organizations, adding more responsibilities to a smaller group of staff. Increasing and more diverse enrollments have raised new challenges in the nature, amount, and type of services offered, requiring new approaches. Student affairs divisions need to be organized to accommodate growing student service requirements with a model that allows for greater self-sufficiency and entrepreneurship.

The purpose of this letter is to ask if you would be willing to participate in a study that examines the process in which our division of student affairs changed its organizational make-up. This is an attempt to better understand the process of organizational change in a student affairs organization.

If you volunteer to participate in this study, I will ask you to participate in an interview session with me (Joseph Hayes). The interview questions will cover your experience with organizational change in your work as a student affairs administrator here at IUPUI. The interview may be completed over several sessions if you prefer. These interviews will be conducted at a time and location of your choice. With your permission, these interviews will be recorded and later transcribed. It is important to note that you can stop the interview at any time. You are not required to complete any interview that you terminate. Your participation is 100% voluntary.

If you want more details about the study, please contact me at hayesjom@iupui.edu or my advisor, Dr. Bradley Curs at cursb@missouri.edu. You may also contact the MU campus Institutional Review Board at umcresearchirb@missouri.edu if you have questions regarding your rights as a participant.

Thank you for your consideration!

Sincerely,

Joe Hayes

Ed.D Candidate at the University of Missouri

Director

Campus Center

420 University Blvd., Suite 270

Indianapolis, IN 46202

Informed Consent Form

This form requests your consent in a study titled “Understanding the Process of Organizational Change in Student Affairs: A Case Study”

Specifically, the researcher seeks to examine the external and internal factors and conditions that influence the restructuring process.

This dissertation research project will be conducted by University of Missouri student researcher Joe Hayes and supervised by Dr. Brad Curs, dissertation committee chair and Educational Leadership and Policy Analysis department faculty member.

Project Description: This qualitative study will seek to understand the process in which the division of student life organizationally restructured in the summer of 2011.

Potential Benefits: This study will be important to the practice of student affairs because as it will provide an insight to design process that can normally only be obtained through experiencing it. The literature is saturated with the latest and greatest organizational models in theoretical form. By using a case study approach to examine the process other chief student affairs officers will be able to apply the lessons learned from this study at their own institutions. Findings of this study may: (a) influence how universities execute their redesign process, (b) be instructive to current and future chief student affairs offices, and (c) serve as starting point for further research.

Potential Risks: Given that this study is situated within a single administrative division of this institution, it may be impossible for me to protect your identity as a participant in this study. Although I will use individual pseudonyms to code all interview audio tapes, transcripts, research notes, and interview excerpts included in the research report as a means of protecting your identity and masking the research site, your unique administrative title and the identity of the institution will make it difficult to write a research report that prevents readers who are closely connected with this campus from being able to identify individual participants.

In order to minimize the potential for risk and discomfort described above, throughout this study you will have the following abilities: 1) ability to withdraw from the study at any point, 2) ability to withdraw from interview sessions at any point; 3) ability to elect to not answer any of the posed questions; 4) ability to review and edit interview transcripts.

Confidentiality: Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. The researcher, Joe Hayes, will be the only individual with access to the data. Names will not be used in the reporting of findings. With your permission, the interviews will be audio taped and transcribed. You may decline to be recorded and request that the recorder be turned off at any time during the interviews. Prior to the finalization of the study, you will also have the option of reviewing and

editing your interview transcript. Interview transcripts that contain no identifying information will be retained by the researcher for 7 years (stored in a locked file cabinet) for the purposes of future review.

Participation is Voluntary: Your participation is entirely voluntary. You can freely withdraw from the project at any time without negative consequences and information related to your institution will be destroyed. You are also free to not answer any question or provide data that you are not comfortable without negative consequences.

Results of the Study: The results of this study will be used to fulfill a dissertation requirement, publish in academic journals and present on at student affairs conferences.

Questions: If you want more details about the study, please contact me at hayesjom@iupui.edu or my advisor, Dr. Bradley Curs at cursb@missouri.edu. You may also contact the MU campus Institutional Review Board at umcresearchirb@missouri.edu if you have questions regarding your rights as a participant.

Appendix F

Restructuring E-mail to Division

Office for Student Life <SL-L@LISTSERV.IUPUI.EDU> on behalf of Davenport, Zebulun R Friday, July 08, 2011 2:45 PM

SL-L@LISTSERV.IUPUI.EDU
[SL-L] Divisional Realignment

Dear Colleagues:

Good afternoon! I am very excited to have officially arrived on campus to begin my tenure as vice chancellor for student life. While I am still transitioning, I am glad that this time has come.

As you know, I have been visiting campus since April and have had many conversations regarding the good things happening in the Division as well as areas of opportunity, challenge, and growth. Through these meetings and discussions as well as reviewing preliminary data as a component of the Division-wide self-assessment, I have received valuable feedback that has helped me better understand the Division of Student Life. I would like to thank all of you for participating in these feedback processes.

In reviewing the aforementioned feedback and in light of some important changes within University College, it became clear that a realignment of the Division's organizational structure needed to be considered to maximize our effectiveness. For the past two days, the executive team has been meeting to best determine next steps for the Division regarding program and service delivery, Division effectiveness, its alignment, and future direction. As a result of our time together, we are excited to announce that there will be an organizational realignment of various functions within the Division.

This realignment will link University College and Student Life in more intentional ways by aligning areas within Student Life and UC that focus on student transitions and pathways to student success. It will also capitalize on natural linkages around the student development functions within the Division and will create synergy around facilities and programs to build community.

Effective August 1, 2011 the following units will be reporting to the dean of students, Jason Spratt:

- Campus Center
- Campus Recreation
- Housing and Residence Life
- Student Involvement

- Student Rights, Responsibilities, and Conduct

Dr. Julie Elkins, will continue as assistant vice chancellor within Student Life and will assume new responsibilities as assistant dean in University College. Dr. Elkins' new role in UC will include responsibilities for learning communities, the Personal Development Plan initiative, parent programs, UC student council, bridge programs, and college readiness and first year seminars, and the Common Theme. In addition, the following units and initiatives within Student Life will report to Dr. Elkins:

- Counseling and Psychological Services
- Student Health
- Outreach/advocacy
- First-year programs
- Graduate and professional connections

Again, let me iterate my excitement and enthusiasm about joining the staff at IUPUI. I would like to also thank the executive team for their collective thinking around this new initiative.

VITA

Joseph Matthew Hayes was born and raised in Waterloo, Iowa, and is the first child of Dennis and Nancy Hayes. After completing high school there in 1995 he earned a BS in Finance from Marquette University in Milwaukee, Wisconsin in 1999. After serving four years of active duty in the US Navy as a Surface Warfare Officer he earned a Masters in Education in 2005 from the University of Georgia in Athens, GA. He joined the Statewide EdD cohort program in 2009 and completed this degree in 2015.

Joe was the Assistant Director of the Missouri Student Unions/Student & Auxiliary Services at the University of Missouri in Columbia, Missouri from 2005 thru 2012. He left that position for his current role as the Director of the Campus Center at Indiana University Purdue University Indianapolis in summer 2012. He has been married to Emily Disque Hayes for 10 years and they have two children, Jackson and Oliver.