



# Exploring the Higher-Level Leadership Inside the Student Affairs Department at International Universities in Europe

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## Abstract

Student Affairs divisions at universities experience the highest number of turnover in Human Resources: people come to work and do not stay more than a year in their job positions due to burnout, overload of responsibilities, and insufficient resources. Considering that Student Affairs' leadership is hierarchical, Student Deans and Department Directors are often overlooked as people who might experience similar feelings as other workers in the division. There is no research about the experiences of higher-level leaders in Student Affairs. Therefore the main question of this qualitative study was, "What does it mean to be a department head?" In this study, five higher-level leaders in Student Affairs at International Universities in Europe answered a few questions about their meaning, experiences, and desirable changes that they need in their position during the semi-structured interviews. The thematic analysis was used to code the interviews and converge the codes in themes and subthemes. As a result, five themes emerged and included: meaning, responsibility, relationship, mental health, and changes. The findings contribute to a broader understanding of the experience and needs of workers in higher-level leadership positions in Student Affairs to increase the retention rates at Student Affairs. Considering the constantly changing nature of things in Student Affairs, research that includes more universities across Europe is needed to identify and address the needs of professionals specifically in Student Affairs at International Universities.

**Keywords:** leadership, Student Affairs, meaning, experience, changes

## 1. Introduction

Besides the Academic Department, Student Affairs as a part of the university is a body that provides support, guidance, and advocacy for students. In the past years, Student Affairs is leading in the number of people resigning from the positions or changing their vocation from

Student Affairs professionals to other jobs more than in any other division in higher education – 50% to 60% leave within the first year (Marshall et al., 2016; Renn, & Hodges, 2007). The existing body of research only briefly covers the issue of such big numbers and mostly focuses on the first year workers and their reasons to leave that include job dissatisfaction because of distorted expectations, burnout, working overload, extensive responsibilities, dissatisfactory supervision, and little or no opportunities for career growth in the field (Renn, & Hodges, 2007; Marshall et al., 2016; Reybold et al., 2008; Reynolds, 2013).

One of the biggest issues that professionals face is work overload. Because many professionals leave their jobs in Student Affairs in the first year of work, it creates additional pressure on other workers. Consequently, other professionals have to take on additional responsibilities. In addition, although there is a hierarchical structure where workers have particular responsibilities, everyone is taking on other tasks so it is hard to recognize who is responsible for what (Marshall et al., 2016; Reybold, et al., 2008). Thus, additional responsibilities create more pressure from overload and inability to have career growth and might lead to burnout and early resignations in Student Affairs (Renn, & Hodges, 2007; Mashall et al., 2016).

Furthermore, leadership positions also include such things as supervision and mentoring that professionals are involved in. Many practitioners report a lack of adequate supervision. It is not only about their supervisors checking the work the Deans and Department Heads are doing and just giving directions based on the university's goals but also the wish to have more mentoring and professional development to better address the issues in the division (Reynolds, 2013; Renn, & Hodges, 2007). Besides, Student Affairs leaders are supervisors and mentors to students and subordinates. Many professionals report their willingness to use their different styles of leadership to challenge their mentees and be role models for students (Renn, & Hodges, 2007; Reybold et al., 2008; Harrison, 2014; Bryman et al., 1996).

To address some of these issues, one of the proposed ways by some of the Student Affairs professionals was to collaborate across the divisions and Academic Affairs as well to be more effective and efficient. Due to budget cuts, not enough workers, and lack of training, partnering with other divisions and departments is a way to allocate resources for the common goal of each university (Whitt et. al., 2008; Nesheim et. al., 2007; Cho, & Sriram, 2016). The partnership is often based on the interpersonal relationships of workers that emerge from communication outside of work and generally are an important part of the job not only inside Student Affairs, but with the Academic Division as well (Whitt et.al., 2008; Nesheim et.al., 2007; Cho, & Sririam, 2016; Lovell, & Kosen, 2000). Interpersonal relationships provide more insight into what students and other workers face as well as create a better support system and people who obtain the necessary knowledge.

Overall, there is a lack of research on the rates and reasons for resignation as well as a lack of diversity in the research of leadership on different levels in the Student Affairs division. Therefore, this study focuses on the higher leadership positions in Student Affairs and their experience as people who are guiding all the processes and setting the job expectations as well as themselves experiencing a lot of responsibility for both their workers and students. This study aims to explore the experiences of non-academic department heads working in Student Affairs at international universities. Moreover, through the qualitative approach, the researcher aims to contribute to possible changes and improvements in the work environment in Student Affairs by voicing out the opinions and reflections of non-academic department heads regarding the desired change in the work environment that they experience.

The purpose of this study is to analyse the experiences of non-academic department heads working in Student Affairs at international universities by applying Braun and Clarke's (2006)

method of thematic analysis.

### **1.1 Research objectives**

1. Learn about the experiences in the position of non-academic department heads in Student Affairs in international universities.
2. Discover what relationships non-academic department heads in Student Affairs have with their supervisors.
3. Discover what relationships non-academic department heads in Student Affairs have with their subordinates.
4. Discover what relationships non-academic department heads in Student Affairs have with student leaders.
5. Find out whether non-academic department heads desire any changes in their work environment.

## **2. Methodology**

### **2.1 Rationale and type of qualitative study**

To study the phenomenon of leadership in Student Affairs at international universities in Europe inductive approach and thematic analysis were used. To draw general conclusions, leadership as a phenomenon should be looked at considering the context of the position and the personal meaning that individuals attribute to their leadership position. Thematic analysis in this particular case is the best fitting design because it gives the possibility to converge the findings into the pattern of meaningful ideas to better understand the phenomenon (Braun & Clarke, 2006; Creswell & Creswell Baez, 2021).

### **2.2 Sample and recruitment**

To recruit the participants, criterion sampling was used. To participate in the study, participants had to work as Deans of Students or Director of the Division in Student Affairs at an international university in Europe for at least one year. Individuals with this particular experience and time in leadership positions were able to provide the most accurate information about the studied phenomenon because of their personal experience and involvement in Student Affairs. According to the established criteria, the participants were recruited using an online search of international universities. The universities that fit the description were contacted with an official email with the request to participate in the study (Appendix A). Besides, the snowballing method was used by contacting students who participated in the Erasmus+ program from LCC International University and provided the emails of Student Affairs email.

The participants were two males and three females who voluntarily agreed to participate (Table 1). The ages of the participants ranged from 27 to 48 years old. Two of the participants were Division Heads and three participants were the Dean of Students. All participants come from different countries including the Netherlands, Bulgaria, and the USA, and are currently employed at international universities in Europe in Bulgaria, Lithuania, and the Netherlands.

All the participants read and signed the consent form (Appendix B). The participants were guaranteed that no personal or identifying information would be used in the research. All participants were given pseudonyms to ensure their privacy. Because the participants shared sensitive information about their work, this information was analysed and used carefully ensuring anonymity. Participation in the study was fully voluntary and all the participants voluntarily consented to participate and share the information.

Table 1: Table 1 includes the demographic data of the participants of the study including age, country of origin, level of education, current position, and experience in the position. The names of the participants were changed into pseudonyms, names of some positions were changed

Name	Age	Country of origin	Gender	Education	Current Position	Experience in Student Affairs
Participant 1	31	the USA	male	Master`s degree	Division Director in Student Affairs	4 years
Participant 2	27	Bulgaria	male	Master`s degree	Division Director in Student Affairs	1.5 years
Participant 3	47	Netherlands	female	Master`s degree	Dean of Students	6.5 years
Participant 4	48	Bulgaria	female	Master`s degree	Dean of Students	1.6 years
Participant 5	38	the USA	female	Master`s degree	Dean of Students	16 years

Source: Participants demographic information from the interviews (personal communication)

### 2.3 Data generation, collection, and analysis

The data was collected through semi-structured interviews. The participants first answered a few demographic questions about their age, gender, country of origin, level of education, current position, and the amount of experience in the position. Then the participants answered the main questions of the study including the following, “What does it mean for you to be a department head?”, “What is your experience with being a department head?”, and “What would be the desired changes in the working environment if any?” Besides the main questions, participants answered secondary questions about their relationships with their supervisors (if they had one), their subordinates, and students.

The interviews took from 30 minutes to one hour (45 minutes on average) and were recorded with audio recorded. The interviews were then transcribed by the researcher, proofread, coded, and analysed for emerging themes. The coder first identified the emerging themes and then performed member checks with the participants regarding the emerging themes and their interpretations. The interpretations of the data were confirmed in triangulation and inter-coder agreements. The analysis of themes was performed by the coder and finalized with the coder`s adviser and supervisor.

### 2.4 The role of researcher and researcher bias

To assure the validity of this study this is a section to address the researcher`s biases and how it was minimized in this study. Inter-coder agreement, triangulation, and reflexivity were used to assure the validity of the study (Creswell, Creswell Baez, 2020). The codes were compared between the researcher advisor and supervisor. The emerging themes were confirmed across the interviews and the existing body of literature. The researcher compared the findings with the notes in the journal to check the emerging themes and personal bias to ensure that the themes were the product of analysis and not personal perspectives and experiences.

The topic came up because one of the authors has worked in Student Affairs for two years. The trend was that people were resigning from their leadership positions in less than two years of work. Moreover, someone in a high-level leadership position mentioned “the feeling of isolation”. Therefore, the idea was to explore more about the experiences of people in higher-level leadership in Student Affairs.

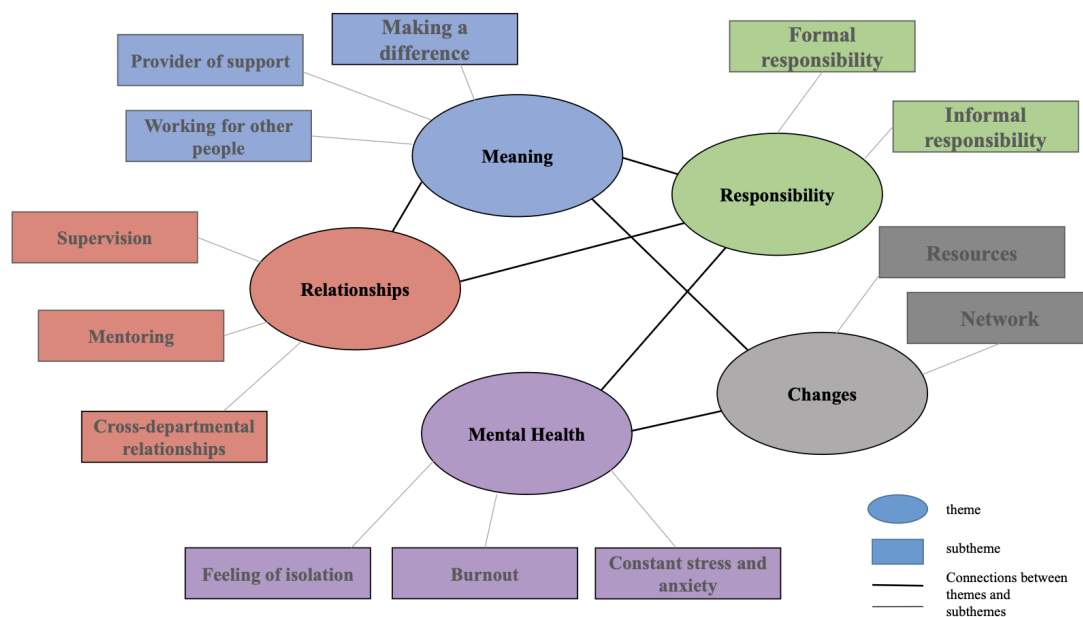
To lay the biases aside, the questions for the interviews were revised by all the authors to make sure they were open-ended and non-biased. Secondly, the inter-coder agreement was

done. We coded the extracts from the interview and discussed codes. As a result, we agreed on the majority of the codes and the themes that emerged from them. Thirdly, triangulation from different sources and across all the interviews was done. The process of triangulation happened naturally during the coding when the main codes and congruency among them were determined. The codes that were coherent across the interviews assured the validity of the findings (Creswell & Creswell Baez, 2020).

### 3. Results

The analysis resulted in five key themes that were synthesized and taken verbatim from the data: (1) meaning, (2) responsibility, (3) relationships, (4) mental health, and (5) changes (Figure 1).

Figure 1: Emerged themes and subthemes from the thematic analysis: (1) meaning, (2) responsibility, (3) relationship, (4) mental health, and (5) changes



Source: Thematic analysis by Braun and Clark (2006)

#### 3.1 Meaning

The first theme, *meaning*, emerged predominantly from the participant answering the question about what it means for them to be in their position in Student Affairs. The participants emphasized three subthemes that included making a difference, providing support, and working for other people. The participants talked about their attitude towards the position and how they feel about it, emphasizing how *making a difference* in other people's lives gives them meaning:

*It gives an additional meaning to my life because I am a part of somebody else's life as well. And what I do has meaning for their [students, workers] lives (P4, lines 30-31)*

*I love designing programs, challenging people after mentorship, specific piece of my job that I love and gets me passionate (P2, lines 50-51).*

Besides making a difference, there was a recurring idea of *helping and being there for students and other workers* of the division or the department. The participants reported feeling 'motivated to be able to support [students]' (P5, lines 255-256) and student organizations (P3, line 38). However, the 'privilege to help is also a huge burden' (P5, lines 44-45). Helping others appeared to be a recurring subtheme that contributed to participants' meaning of the

position.

Furthermore, the participants stressed the idea of *working for other people* (P1, line 267). All the work done in Student Affairs goes towards ‘clients’ who are students and workers at the university. The participants mentioned that ‘*human aspect is important in this job*’ (P3, lines 92-93). Moreover, using time and resources goes towards the people the participants work with:

*I have a lot of time to invest in my leadership ... so I can invest it in my team*  
(P3, line 65-67)

*I stop by their [colleagues] office every single day, starting with good morning and how are you and then based on the response see whether they need to talk to you or not* (P4, lines 174-176)

By working for other people, like students and workers of the department, participants consider their job more meaningful because they can invest their time and themselves in other people.

### 3.2 Responsibility

The second theme, responsibility, consists of two subthemes: formal and informal responsibility. When it comes to *formal responsibility*, participants pointed to their *job description, primary or secondary responsibilities* as the activities that they must carry out (P2, line 39, 43044; P5, line 29). The participants are the people in the divisions who *create the plans of actions* towards the bigger university goals and *prioritizing* what needs to be done:

*Cast vision and direction for the department, supervise staff, carry a direction .... Charting the course* (P1, line 5, 7-8)

*We have a lot of things to do a lot of work. And how do we prioritize?* (P3, line 70)

*I realize I am neglecting my managerial responsibilities* (P4, lines 52-53)

The participants’ position also *makes decisions* for the department as well as *establishing and carrying out the rules*. It is not always a pleasant thing to do because some people at university might see them in a ‘*negative light*’ (P1, lines 36, 139).

When it comes to *informal responsibilities*, the participants see themselves as people that students and other workers can come to if they have questions or need assistance. There is sometimes no ‘*direct link to-go-to person*’ (P3, line 52), and even though they are ‘*not expected to answer all the questions*’, they often are the people ‘*who have all the answers*’ (P4, line 92). These leaders are *human resources* who obtain the *information*:

*Sometimes people’s understanding is a little bit misguided because it is not coming from the right person* (P1, lines 210-211)

*Sometimes you get people in a room who should not have a say in certain things that really should be between the department and their boss* (P2, lines 81-82)

Although the participants report to be the person with the information, there is a need in *boundaries*. It gets hard to regulate the workday because the ‘*expectations of the work culture have to be set*’ (P5, line 175). Because of the amount of work, leaders need to *prioritize* the well-being of other workers in the division or department to not let them get to burnout (P4, line 72; P3, lines 171-173).

### 3.3 Relationships

The third theme, relationships, arose from participants describing their involvement in *supervision, mentoring, and cross-departmental relationships*. Firstly, leaders have a *direct supervisor* to whom they report about their work and go to if they have any questions or struggles. It is predominantly a *collaborative relationship* where the supervisor does not just give takes but walks alongside their completion (P3, line 116; P5, lines 203-205). The participants also *supervise other individuals* that are similar to their relationship with the direct supervisor, collaborative and supportive (P1, lines 23-25).

Besides supervision, leaders are also engaged in *mentoring*. They see it as coaching other workers or students and helping them to get to the established goals (P3, lines 127-128); P2, lines 106-107, 123-124):

*We are great friends outside of work, but at work [supervisee] is good about following the change of authority. If there are issues that needed to be escalated, [supervisee] will bring them to me and I'll escalate them. (P2, lines 160-161,169-171.)*

Furthermore, the participants reported being a *connecting person between the Student Affairs and Academic Division*. They see it as a 'liaising position' (P5, lines 37, 54-55). There is a connection between the life of students outside of classes and their academic performance. Therefore, these leaders 'connect the dots' (P4, line 71) by being *the ones to 'hear from almost everybody working in student affairs' as well as being connected with students and different levels of leadership at universities becoming the connecting person* (P4, lines 137-138).

### 3.4 Mental health

The participants talked a lot about the feelings of *isolation, constant stress and anxiety, and burnout* that emerged in a theme about *mental health*. Firstly, the leaders talked about the experience of *feeling isolated* when talking about their position or the things that are related to their job. It comes from the idea that they feel like '*nobody knows what*' they '*are doing except for*' them (P5, lines 117-118, 127-128).

In addition, the leaders reported constantly feeling *stress and anxiety* from the workload they have:

*There is a lot of stress and anxiety ..... because there is a lot of [students`] emotional management (P5, lines 45, 47)*  
*We asked them [department workers] to do too much (P5, line 90)*

Moreover, considering the amount of work that needs to be done and Student Affairs working 24/7 due to the constant lack of human resource, participants report the feelings of *burnout*. They are always '*on a verge of it*' (P4, line 60) and feel exhausted or not passionate but rather obligated to do the work.

### 3.5 Changes

When the participants were asked about the changes desired for them in their position, they gave answers that included the *changes* for the department and people in it, but not them personally. The emphasis was on *resources and networks*.

The participant stressed the need to get more *human resources*, people who can work in the department. Considering the '*complexity and the amount of work, there is a need of having another person in the department*' (P5, lines 321-322). There is a constant need for more people

(P4, line 91).

Not only do they desire more people, but the people who have a ‘*good experience and expertise*’ (P4, line 188). Considering that programs in Higher Education are as common in Europe as they are in the US, the participants also talked about ‘*more professional development opportunities for people in the field*’ (P5, line 335). People come and leave Student Affairs, so with the constant turnover of the workers ‘*there is a constant change and readjustment*’ (P1, line 193) that requires professional development for new people every time.

The leaders mentioned the need for *money* for the department. In order to ‘*provide unique opportunities to learn more about leadership*’ (P2, lines 222, 225-226). There is a need for a more ‘*stable budget and structural money*’ (P3, lines 163-167). Having more financial resources might help with providing professional opportunities and having people stay in the department longer as well as getting more human resources.

Furthermore, the participants stressed the importance of having a *network of Student Affairs at International Universities in Europe*. The connection between Student Affairs across Europe will be a great way of cooperating, sharing experiences, and having people to talk to who are in the same positions to ease the feelings of isolation (P4, lines 194-195). Participants reported that ‘*having a community of colleagues to connect to*’ (P5, line 84) is ‘*gratifying*’ (P5, line 80). There are some existing networks in Europe already, but there is no network specific to international universities in Europe and their unique challenges.

#### **4. Conclusion**

The results of the findings shed light on the experience of non-academic department heads in high-level leadership positions in Student Affairs. Nevertheless, there is still more to discover about what it really means to be a Dean of Students or Department Head. During the thematic analysis, five themes emerged: (1) meaning, (2) responsibility, (3) relationships, (4) mental health, and (5) changes.

High leadership positions in Student Affairs seem to be meaningful for the participants. It is the job that involves being there for other people and having the door open (P4, lines 76, 169) that consists of “people persons” (P3, line 100). They are passionate about their work, projects, and challenging others even though it is a big responsibility to guide workers and students toward the common institution’s goals. The leaders create inclusive environments where students and workers know that they can get assistance when they need it (Whitt et al., 2008).

Deans of Students and Department Heads are not only responsible to “cast visions and direction of the department” (P1, line 8), but also are the people to enforce the policies which sometimes is frustrating because students do not like it. The leaders have a challenge to follow the values of the institution while being a voice for the student body when it comes to passing or revising policies (Cho & Sriram, 2016). Student Affairs leaders acknowledge their responsibility and goal to create a safe environment for students, being there “for them to speak and consult” (P2, line 55). Student Affairs as the division has a core goal to help students in areas outside of academics and address students’ problems and needs (Reynolds, 2013). When these needs are addressed, students can succeed academically. Although Student Affairs have a valuable and meaningful role, there is always a lack of professionals in the field. Due to the lack of people, leaders in Student affairs experience feelings of burnout because work never stops (P4, line 60). This constant overload leads to high levels of stress and anxiety, burnout, and resignation from the position (Mullen et al., 2018; Walked et al., 2023). Besides, the experience also included both interpersonal and professional relationships with students,

colleagues, and supervisors. The relationships with supervisors were reported to be more of checking in about the work and tasks while relationships with supervisees and mentees sometimes included interpersonal relationships that included personal interactions outside of work, as described by one of the participants 'friends outside, workers inside' (P2, line 63; P5, lines 203-205). Relationships sometimes are an important source of both positive and negative experiences in Student Affairs (Renn, & Hodges, 2007). Nevertheless, the relationships with supervisors seem to be only concerned about work performance which in the long-term run may be found unsatisfactory and constraining (Marshal et al., 2016; Lovell, & Kosten, 2000). Lastly, all the participants emphasized some ideas for possible changes and improvements that included bigger budgets and more opportunities for students who obtain leadership positions and/or are involved in Student Affairs.

Overall, leadership in Student Affairs entitles the professionals to create a supporting environment, identify and address the needs of the student body, allocate and provide resources, promote student engagement, and advocate for student needs. The student body that the participants work with is quite diverse because the universities are international. Because the students come from various backgrounds, they might struggle with simple things like living abroad, living with roommates, struggling with mental health, and other things that international students encounter in foreign countries. Therefore, they might struggle to succeed academically as a result. Leaders in Student Affairs can create the inclusive and supportive environment, provide needed services, and empower students to succeed in all areas of life by addressing the challenges that they face (Whitt et al., 2008; Reynolds, 2013). Furthermore, as leaders, Student Affairs professionals are in the position to propose curriculums and engagements that promote students' engagement. By integrating students on many levels and including their academic and student life, Student Affairs leaders have the opportunity to help students attend to all areas of life equally and develop needed skills like time-management and communication that they can apply both academically and in everyday life (Bryman et al., 1996; Whitt et al., 2008). Student Affairs has a challenging task to attend to all the areas of life of students to help them face the challenges and overcome them effectively by using the gained knowledge and utilizing the provided resources.

It is important to mention some limitations of the particular research. Firstly, the research only included five participants which might not be sufficient enough to fully uncover the phenomenon of leadership in Student Affairs. There was limited time to conduct the research as well.

Thus further research in more international universities in Europe is needed with more participants from other universities in Europe. More research should be done on the cooperation and networking among Student Affairs in different universities to understand the efficiency of networking. A possible network among Student Affairs professionals from this research might be established.

Student Affairs is a constantly changing field where professionals need to be able to adjust fast and address emerging issues. Knowing and recognizing that a lot of decision-making, vision casting, assessing issues, and looking for possible opportunities and resources fall on the Deans of Students and Department Heads may help to understand better what it means to be a leader in Student Affairs and what resources Student Affairs are in a constant and acute need for. The findings of this research may serve as a base for creating a network between Student Affairs and Academic Affairs as well as a network among Student Affairs of international universities in Europe. Such a network might help to allocate the needed resources, provide more opportunities for professional development, and create a space for leaders in Student Affairs to find more like-minded people with whom they might share ideas

and concerns.

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## **Appendix A**

Dear \_\_\_\_\_,

My name is Karyna Karpishyna, I am a 3rd year Bachelor's student majoring in Psychology at LCC International University in Klaipeda, Lithuania. I am conducting a qualitative study "Exploring the Leadership Inside the Student Affairs Departments at International Universities" and focusing on the experience of non-academic department heads in Student Affairs.

I am writing to ask your university's Student Affairs department heads (Student Leadership Programs Department, Counselling, Health, and Wellness Department, and Residence Life Department) to participate in this qualitative study about their leadership experiences in Student Affairs.

I will be conducting an interview via Google Meet platform which will take up to one hour. The main question of the interview is "What does it mean to be the department head in Student Affairs at an international university?" The interview will be audio-recorded and later transcribed and theme analysis will be performed.

I would like to assure you that this study is unique and important for a number of reasons. Firstly, our study focuses specifically on non-academic department heads and their experiences in the position. There is little research published about the experiences of department heads in Student Affairs. Secondly, because the topic is under-researched, this study is an opportunity to give voices to people in the departments to share their experiences with other universities. Thirdly, the findings from this study could contribute to ideas of making improvements in Student Affairs at international universities.

Your input on the subject is very important for this research project. If it is convenient for you, I would like to schedule an interview within the next couple of weeks. Please feel free to respond to me by e-mail at [kkarpis20@students.lcc.lt](mailto:kkarpis20@students.lcc.lt) to schedule an interview.

I look forward to hearing from you. Thank you!

Karyna Karpishyna

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## **Appendix B**

### **Informed Consent Document**

Dear participant:

Please consider participating in a qualitative study about the experience of being a non-academic department head in Student Affairs at an international university. Participation in the study is completely voluntary. You are under no obligation to participate in the study, and if you decide to participate, you may stop at any time during the interview, and/or withdraw any parts of the interview/whole interview from the study two weeks after the interview before it is transcribed.

If you decide to participate, you will be asked to answer a few demographic questions about your age, gender, nationality, education, position, length of experience, and one main question of the study, "What does it mean to be a department head in Student Affairs in an international university?" and a few follow-up questions regarding the topic during the interview, which will take up to one hour. The interview will take place either via Google Meet platform or face-to-face depending on your location and preference.

The information you provide during your participation in this study will remain confidential.

The results of the study will only be reported in aggregate form and no identifying

information will be released. To further safeguard your confidentiality, please do not write your name or any identifying information on the study instruments. The information you provide during the course of this study will not be used for any purpose outside the scope of this research project. All data will be destroyed by May 1st, 2023.

Participation in this study involves moderate risk. The nature of the study may lead you to share information that can be sensitive. However, it will be kept confidential and no personal information will be shared.

There is no cost to participate in this research project.

The research project is being conducted by Karyna Karpishyna, as a part of a Qualitative Research Methods course at LCC International University. The thesis advisor is Jurgita Babarskiene. If you have any questions or concerns regarding this research project, please contact Karyna Karpishyna, +37062393125, [kkarpis20@students.lcc.lt](mailto:kkarpis20@students.lcc.lt) or Jurgita Babarskiene, [jbabarskiene@lcc.lt](mailto:jbabarskiene@lcc.lt).

Thank you for your time.

Karyna Karpishyna

29 January 2023

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I agree to participate in the study (Signature of participant/date)

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I agree to have my interview recorded (Signature of participant/date)

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I agree for my interview to be transcribed and analysed (Signature of participant/date)