Impact of Dominant Academic Culture on Employee Assistance and Organizational Development Programs in Institutions of Higher Education in the United States

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Abstract

The focus of this study was to examine the relationship between the dominant academic culture and the nature and scope of programming and services offered by employee assistance programs (EAP) at institutions of higher education in the United States. Data analysis explored whether the dominant academic culture predicts which institutions have expanded EAP services to include organizational development programming, to increase the human resources footprint on campus. The three phases were: Academic Cultures Inventory (ACI) (Bergquist & Pawlak, 2008) to measure the dominant culture; interviews to gain EAP directors' perspectives; and comparative analysis of programmatic data based on the dominant cultural themes of participating institutions. The data revealed one dominant culture, collegial culture, and a variety of hybrid cultures which were combined into one comparison group. A major theme in the interview data revealed EAPs at institutions with a collegial culture were more defined in their departmental roles and did not support departmental overlap with organizational development or wellness while EAPs at institutions with a hybrid culture welcomed the collaboration. Institutions with a collegial culture reported a lower utilization rate and greater flexibility in number of visits permitted than institutions with a hybrid culture. Although only one of the six cultures defined in Bergquist & Pawlak's taxonomy was sufficiently represented to

permit comparative analysis in this study, the themes exposed in the data implied how academic culture may impact employee assistance programs and the services offered to the institution. Suggestions for further research include conducting a larger scale replication and utilizing alternative methods of assessing academic culture to address limitations identified in the ACI.

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CHAPTER 1

Research Topic and Background

Employee assistance programs (EAP) and organizational development (OD) are two important human resource programs that support employees' wellbeing. Employee assistance programs and organizational development are human resource programs that have parallel functions, but approach situations from different perspectives (Virgil, 1986). Historically, EAP and OD are programs researched independently in the corporate world and minimally in the educational system which is the reason this study investigated EAP and OD in higher education institutions.

Researchers have been captivated with employee assistance programs for several decades. Milne, Blum, and Roman (1994) defined an EAP as "a formal intervention system that identifies and assists organizational members with a wide range of personal problems that may be affecting their job-related behaviors" (p. 124). EAP's roots can be traced back to the 1940's when there was an excessive amount of employees whose jobs were being impacted by their alcohol abuse (Luthans & Waldersee, 1990). Over the years, employee assistance programs have evolved and look quite different from their earlier counterparts. Now, EAPs are mindful that employees can be plagued with any number of issues, not just alcoholism, which can impact them and their job (Hahn, 2005; Leiter & Wahlen, 1996; White et al., 1996).

While EAPs focus on the individual within the workforce, OD was concerned with the entire organization. Virgil (1986) and Taute & Taute (2012) state OD's main focus was on the organization as a whole, but realized the essential role the individual contributed to the organization. Organization development could be defined in many

ways; however, most of the definitions focus on change within an organization. "Organizational development is a planned change strategy emphasizing more effective utilization of the human resources of the organization" (Boyer & Crockett, 1973, p. 340). The purpose of OD was to produce effective change that created a positive work environment with the goal of motivating employees to be more invested in their work (Virgil, 1986). Weston, Ferris, and Finkelstein (2017) state OD as an organization-wide effort that was led from the top and involved working with beliefs, attitudes, and structures to enhance organizational effectiveness. Beliefs and attitudes were components of organizational culture which was an important function in affecting change.

Understanding the culture was critical to both of these human resource programs (i.e. EPA and OD). The culture in academe was quite unique compared to the environments of corporate America (Davis, 1996). Since academe culture was unlike industry, EAP and OD must operate differently in higher education institutions. "OD, as used in private sector and non-university organizations, cannot be expected to work in complex university environments without adaptations" (Torraco & Hoover, 2005, p. 429). The culture of the institution had a significant influence on how EAP and OD operate, but these programs were impacted by culture differently.

EAP research conducted in corporations have produced useful information which could transfer to institutions of higher education because individuals' personal problems are not industry specific (Philips, Cagnon, Buehler, Remon, & Waldecker, 2007). Each person, no matter their job role, could be plagued with depression, divorce or drug addiction, just to name a few. However, the culture of the work place could impact if a person gets help or if a supervisor noticed the employee needs intervention (Roberts-

DeGennaro, 1989; Sperry, 1991; Davis, 1996; Franz, 2005). The level of autonomy on a campus may inhibit a supervisor from recognizing any troublesome symptoms a colleague may have experienced (Smewing & Cox, 1998) or the mindset of professors not wanting anyone to judge them as incompetent thus reduced the number of future professional opportunities (Franz, 2007) are two possible barriers for the utilization of EAP programs in academe.

In higher education institutions, culture had an impact on individuals, as well as the institution as a whole. "Culture plays a key role in the realization of organizational goals. Organizational culture affects employees' problem solving abilities, productivity, motivation, commitment, and level of job satisfaction" (Ozcan, Karatas, Caglar, & Polat, 2014, p. 562). Organizational development was about planned change and to understand the organizational culture had become an essential component of leading change (Latta, 2009). The importance of understanding the potential role of cultural context in shaping employee assistance programs and organizational development on campuses of higher education (Hahn, 2005; Philips et al., 2007) served as the context of the proposed research study.

EAPs have been studied on higher education campuses for years, but none have been centered on how the dominant culture influenced the program. Researchers have studied the needs of EAP (Denzin, 1989; Hahn, 2005; Roberts-DeGennaro, 1989; Sperry, 1991), effectiveness of the services (Ballgopal & Stollak, 1992; Grosch, Duffy, & Hessink, 1996, Roman, 1980), and usage of the program (Franz, 2007; Grosch, Duffy, & Hessink, 1996; Roman, 1980), just to name a few. Roberts-DeGennaro (1989) conducted a needs assessment survey at a university in southern California to determine if there was

a need for a university-based employee assistance program. Of the 3,986 employees, 1,041 returned a completed survey. From the surveys returned, ninety-three percent believe the university should offer help to those employees who had personal problems that interfere with their job. Eighty-eight percent of the respondents stated the university did not have adequate policies or procedures to reach employees whose personal problems have negatively impacted their work. The majority of respondents stated individuals who would use the university-based employee assistance program would be self-referred. Overall, the survey found a need for university-based EAPs. "An EAP could represent a tangible manifestation by the academic community of its recognition for the respectful and humane care for employees whose performance is impaired by personal predicaments and problems" (Roberts-DeGennaro, 1989, p.23).

The EAP research that has been conducted focuses mostly of EAP effectiveness and usage; however, some researchers have broached the topic of academic culture. Philips et al. (2007) sought to inform employee assistance professionals of the cultural difference between academic and corporate America. The study found four key differences. The first difference was the mission statements. Mission statements reflect the culture of an organization. A distinctive aspect of institutions of higher educations' mission statements is that they usually incorporate areas such as teaching, research, tenure, funding, and service. The second difference identified is that educational institutions were more accepting of diversity of thoughts. Higher education institutions were found to encourage independent thinking while corporations encouraged like-minded thinkers. The third difference noted concerned decision making processes. Corporate America was found to have few decision makers who respond quickly, while

academe relied on committees to make decisions in a slow and inclusive manner. The last difference noted concerns the internal infrastructure. In business, there was typically a clear hierarchy, but not in academe. Policies difference were also noted between the cultures. Corporate America had policies that everyone must obey. In higher education institutions, while the entire institution may have a policy, but many departments within that setting were found to observe variations of the policy. Implications from the study stated the employee assistance personnel must be cognizant of the culture in which they work. Each culture has unique characteristics; no two academic cultures are alike. "In academic settings, as in the business sector, EAPs maximize their effectiveness by being aware of unique characteristics and by customizing service delivery accordingly" (Philips et al., 2007, p.24).

Franz (2006) conducted a literature review and used participant observation to study faculty resistance to utilize employee assistance program services. The findings concluded five observations of faculty culture which impede the use of EAP services. 1. A faculty member's primary commitment is to their particular discipline and they rarely converse with other faculty members of other disciplines. Faculty member's work relationships are fragmented and sparse. Most faculty members spend time on campus for required commitments, class and office hours, but preferred to work off campus to reduce distractions. This minimized the personal interactions with fellow faculty members. 2. Faculty has completed professional autonomy which attracted most individuals to this profession. With this independence comes resistance to evaluation and discussions about their work with colleagues. 3. Another observation of faculty culture was the persistent lack of time. Faculty members always feel they have to catch up and the list of duties are

endless. 4. Academics do not like change and will resent new innovations that disturb well established patterns. 5. The reputation of a professor measures the value of success. Faculty tended to participate in only activities that have the potential to enhance their status. Employee assistance programs in higher education institutions must be cognizant of these aspects of faculty culture, and shape the program around their needs to increase utilization. Faculty who utilized EAP's services are in the minority, but Franz (2006) concluded that by overcoming these faculty culture obstacles, those numbers could increase. EAPs are advocates for these changes, since EAPs would want to offer the most effective services to the entire population, including faculty.

Similar to the research conducted on EAP, few studies have been conducted on OD in higher education (Torraco, 2005). The studies found were not necessarily on organizational development, but about the change process in higher education institutions which is the role of OD. "There have been few empirical studies examining how institutional cultures affects the change processes and strategies" (Kezar & Eckel, 2002, p. 436). Studies focused on organizational development address topics such as effects of culture (Folch & Ion, 2009; Kezar & Eckel, 2002; Tierney, 1988), organizational effectiveness (Deem, DeLotell, & Kelly, 2014; Smart, Kuh, & Tierney, 1997), compliance with regulations (Cusick, 2005), and leadership changes (Latta & Myers, 2005).

Kezar and Eckel (2002) conducted a study on the effects of institutional culture on change strategies in higher education institutions. These authors stated that two links between culture and change have been established. The first suggested that an institution must have a culture to encourage change. The second suggested culture or key

institutional elements were altered because of the change process. Kezar and Eckel presented in their study a third option, as they investigated the ways in which culture shapes an institution's change process or strategies. Their study used two conceptual frameworks of culture: Bergquist's (1996) institutional archetypes and Tierney's (1991) unique intuitional culture. At the time of the study, Bergquist identified four different categories of cultures presented in the academe. Bergquist "hypothesized (yet never empirically tested) that different change strategies would be needed and appropriate within the four different academic culture archetypes that reflect any higher education institution-collegial culture, managerial culture, development culture, and negotiating culture" (p. 439). Tierney's framework consisted of six components: environment, mission, socialization, information, strategy, and leadership (p.440). By analyzing each of the six components in depth, Tierney asserted that researchers could develop a clearer picture of the culture because it was assumed that the values, beliefs, and assumptions are reflected in the processes and artifacts. For their study, Kezar and Eckel (2002) chose six institutions that went through similar change initiatives focused on teaching and learning so differences in strategies would be associated with cultural differences and not change agendas. The study found a few new insights into the change process in higher education, including a link between institutional culture and change strategies. By using a change strategy through a cultural approach, the results supplied a richer description of the strategies. The results indicated Bergquist's four cultural archetypes provided a helpful lens for understanding the relationship between culture and change. However, the study found that using Bergquist's archetype alone did not fully explain the institution change process. The last finding suggested that understanding cultural archetypes in higher

education institutions may help to determine the best strategies to use in the change process. The results from the study suggested that change strategies seem to be successful if they are aligned with the culture.

Smart, Kuh, and Tierney (1997) studied the role of culture in higher education institutions and decision approaches in relation to organizational effectiveness in two year colleges. The sample was 639 individuals, full-time faculty and administrators, from thirty public two-year colleges. The study created a causal model with four sets of variables; exogenous variables, institutional cultures, decision approaches, and institutional effectiveness. The seven exogenous variables were college size, financial health, enrollment health, transfer emphasis, career emphasis, adult emphasis, and union status. The researchers used Cameron and Ettington's (1988) four types of institutional culture; clan, adhocracy, marker, and bureaucratic. These four cultures "differ in terms of the degree to which they emphasis the importance of: 1) people of the organization, 2) stability and control or change and flexibility, and 3) means or ends" (Smart, Kuh, & Tierney, 1997, p.262). Decision approach responses were based on how the respondents felt the decisions were made. The six approaches were: collegial, rational, bureaucratic, political, organized anarchy, and autocratic. "The organizational effectiveness scale was created by summing the mean scores for all respondents on the nine effectiveness dimensions developed by Cameron" (Smart, Kuh, & Tierney, 1997, p. 263). The findings indicated external environment and institutional cultures influence organizational effectiveness. The study also confirmed that becoming competent in discovering and managing culture is a needed skill for higher education institution leaders.

While research comparing employee assistance programs and organizational development in business and higher education institutions have identified some similarities in how these programs have been implemented, a few distinctive characteristics of academic culture (Balgopal & Stollak, 1992; Grosch, Duffy, & Hessink, 1996; Philips et al., 2007) deserve researchers' attention. Bergquist & Pawlak (2008) asserted that each academic campus has its own dominant culture which impacts all aspects of campus life. This study explored the impact of these normative types of academic cultures on the nature of programming and services offered by employee assistance programs and organizational development. The increased variety of programming provided by EAPs, the lack of research linking EAPs to organizational culture, and minimum research establishing the relationship between EAPs and OD make this is an opportune time to conduct such a study. The results of this research may help improve EAP and OD programs in institutions of higher education by shedding light on how academic culture influence program parameters.

Statement of the Problem

Employee assistance programs and organizational development are human resource programs that support employees' welfare. The two programs have similar goals, but the steps to achieve the goals are quite different. EAPs focus on the welfare of individuals so they can work to their fullest potential (Hahn, 2005), while OD concentrates on the organization as a whole by creating a healthy work environment to have productive workers (Taute & Taute, 2012). Neither EAP or OD are overly researched areas of study, especially in the context of higher education institutions. Even though, the programs are complementary to each other, minimum research has been

conducted on the effectiveness of combining the programs. EAPs have been typically studied in corporate America and OD's job responsibilities has been explored.

There has been a renewed interest in the topic of EAPs in the past ten years, but this interest has primarily taken the form of practice articles, not empirical studies. Throughout the articles on collegiate EAPs, authors highlight several topics such as effectiveness and utilization of the program (Grosch, Duffy, & Hessink, 1996, Poverny &Dodd, 2000; Roman, 1980), marketing the services (Stoer-Scaggs, 1990), leadership (Kezar, 2009; Roman, 1980), organizational development (Creating a tipping point article; Kulper, 2006; Sperry, 1991), and culture (Beidel, 2005; Corbo et al., 2014; Davis, 1996; Franz, 2007; Latta, 2009; Melnyk, Amaya, Szalacha, & Hoying, 2016; Philips et al., 2007; Sperry, 1991). These studies relate a variety of variables to the Employee Assistance Programs and suggested ways to improve on collegiate services. Organization development research has centered on the job responsibilities such as the change process (Kezar & Eckel, 2002; Latta 2009; Weston, Ferris & Finkelstein, 2017; Torraco & Hoover, 2005) and the importance of culture (Folch & Ion, 2009; Kezar & Eckel, 2002; Tierney, 1988). OD was synonymous with change and organization development cannot produce effective change without the culture being examined. The problem was research has not connected EAP and OD with the dominant culture of institutions of higher education. The relationship between academic culture and the practice of OD and EAP in institutions of higher education have been passively ignored and this study proposed to help fill that gap in the research.

Purpose of the Study

The purpose of this study was to explore the relationship between the dominant

academic culture of institutions of higher education and the nature and scope of programming and services offered by employee assistance programs. The research also explored whether the dominant culture predicts which institutions combined EAP and OD to increase the human resources footprint on campus. Lastly, the study investigated if there is a relationship between the dominant culture and the types of services offered through EAP and OD programs. The aim was to discover if the dominant academic culture appeared to influence the nature and extent of EAP & OD services offered. This study constitutes a comparative analysis of the status and scope of EAP programs in American institutions of higher education, through the eyes of program directors, with particular attention to the contributions made to leadership and organizational development. The cultural profile of each institution was based on the perceptions of faculty members serving on the executive governing body of each institution. Analysis focused on whether differences among EAP programs vary based upon the cultural profile of the academic institutions served.

Theoretical Framework

Each institution of higher education has its own distinct culture, yet there are normative types of academic culture that have been defined that capture commonalities among subsets of these institutions (Bergquist & Pawlak, 2008). The culture on campus could impact how individuals perceive, think, and feel, especially towards education. Bergquist (1990) initially identified four academic cultures in North America institutions of higher education; this taxonomy was later expanded to six by Bergquist and Pawlak (2008).

The six academic cultures identified by Bergquist and Pawlak (2008) were

labeled collegial, developmental, managerial, advocacy, virtual and tangible (p. 1). Collegial culture places significant importance on faculty research which cultivates diverse perspectives, autonomy, and informal relationships. Three important aspects of the collegial culture were research, teaching, and community services; however, research was the top priority within the culture. Developmental culture was centered on collaboration and open communication between disciplines. By sharing knowledge between disciplines, the culture felt this increases the value and encourages individuals to expand the knowledge. Managerial culture focused on setting and achieving goals. The sole emphasis of the managerial culture was having a balanced budget and getting students to graduate. Advocacy culture believed it was important for all individuals, especially the traditionally underserved students, to be given the chance to graduate from college. The belief system established in this culture was social justice, individual right, and equality. Virtual culture has changed the way academe was taught. Class was not restricted to the four walls of a classroom, instead it had expanded globally. With the invention of the internet, information was not limited to text books or the professor's knowledge. The tangible culture prides itself on traditions, community, and physical property of the institution. The value of the culture was based on the quality of a beautiful campus, prestigious degrees, esteemed faculty members, low acceptance rates, and the hard-earned reputation.

Bergquist and Pawlak (2008) theorize that each institution had a dominant culture, but the other five cultures were present and interact with the dominant culture. They developed an assessment instrument to identify an institution's dominant academic culture. The "Academic Cultures Inventory (ACI) documents an individual's opinion of

how other members of his or her higher education institution perceives that institution's cultures" (Bergquist & Pawlak, 2008, p.251). The ACI was designed to assess the presence of all six cultures at an academic institution, and identify the one that is dominant. The inventory consists of twelve questions. Each question presented 6 response options, one corresponded to each of the 6 cultures operationalized by the instrument. Each question required respondents to choose between the six response options provided for finishing the question prompt, selecting the statement that best describes the culture of the academic institution where they work. The organizational culture, based on Bergquist and Pawlak (2008) framework for academic culture assessment, provided a basis for comparative analysis of the EAPs and OD programs studied.

Research Questions

The following research questions guided this study of employee assistance programming, organizational development, and dominant academic culture in higher education institutions.

Overarching Research Question: How do the status, scope and integration of services provided by employee assistance programs vary based upon the dominant academic culture of institutions of higher education in the United States?

RQ1: What variations in the *scope* of services offered by EAPs are associated with differences in the cultural profiles of higher education institutions in the United States?

1a. Does the dominant academic culture predict variations in types of services offered by EAP?

1b. Does the dominant academic culture predict whether OD is included within

the scope of EAP services?

1c. Does the dominant academic culture predict the populations served by EAP programming?

RQ2: What variations in the *status* of EAPs are associated with differences in the cultural profiles of higher education institutions in the United States?

2a. Does the dominant academic culture predict where in the organizational structure EAP and OD services are located (i.e. reporting lines)?

2b. Does the dominant academic culture predict whether EAP services are outsourced or provided in house by university employees?

2c. Does the dominant academic culture predict the visibility afforded EAP services at institutions of higher education?

RQ3: What variations in *campus integration* of EAPs are associated with differences in the cultural profiles of higher education institutions in the United States?

3a. Does the dominant academic culture predict the contributions EAP directors report their services make to institutional mission?

3b. Does the dominant academic culture predict the degree to which campus leaders are perceived by EAP directors as looking out for employee wellbeing?

RQ4: What, if any, influence does the non-dominant organizational cultures represented at academic institutions have on the status, scope and integration of services provided by EAPs at institutions of higher education in the United States?

Methodology

The methodologies used in this study were deployed in a three phased design. The first phase assessed the dominant culture of institutions of higher education, by using the

Bergquist and Pawlak (2008) Academic Cultures Inventory (ACI). All institutional members of the International Association of Employee Assistance Professionals in Education (IAEAPE) (see Appendix A) were invited to participate in Phase I. Executive members of the executive faculty governing body at each of the IAEAPE member institutions in the United States were invited to complete the ACI. Only institutions from which three or more responses to the ACI were received during Phase I was included in Phase II. The second phase of the study employed qualitative, semi-structured interviews with the EAP directors at participating institutions to assess the character of programs and services offered. Data on each EAP and OD were collected via telephone interviews with the program director or his/her designee. The data collected captured EAP directors' perspective on the status, scope and range of services provided to their campus communities.

There was no attempt to change the environment the participants are in. Participants were executive members of the faculty governing body and directors of higher education EAPs whose institutions were members of the International Association of Employee Assistance Professionals in Education (IAEAPE). After all the data was collected through the interviews and returned surveys, the data were analyzed using content analysis and non-parametric assessment. Subsequently during Phase III, the interview data was interpreted through a comparative analysis of the characteristics EAP and OD programs at participating institutions based on the dominant culture identified by the ACI. Finally, the themes found in the transcribed interviews in Phase II were interpreted through the lens of the dominant culture assessed using the ACI in Phase I.

Definitions of Terminology

The following technical terms and specialize terminology used in describing this proposal are defined for the reader:

Employee assistance programs - "EAP are public, private, and/or union sponsored human service programs that provide a systematic way of addressing employees' personal and work problems (Chima, 2005, p. 60).

Organizational Development - "OD is a process that utilizes behavioral science and knowledge to bring planned, systematic change to an organization's strategy, structure, culture and processes over a sustained period of time for the purpose of making an organization more effective" (VanEyde, Maes, Van Eynde, & Untzeitig, 2013, p. 70)

Organizational culture - Organizational culture refers to the norms, values, and beliefs individuals have accumulated socially while working in organization (Latta, 2009).

Academic Cultures Inventory - "Academic Cultures Inventory documents an individual's opinion of how other members of his or her higher education institution perceives that institution's cultures" (Bergquist & Pawlak, 2008, p.251).

Dominant academic culture or dominant culture - Dominant academic culture was the culture that the institution and most faculty tend to embrace and exemplify (Bergquist and Pawlak, 2008). The dominant culture will be operationalized by the Academic Cultures Inventory, consisted of twelve questions. Each question presents 6 response options, one corresponding to each of the 6 cultures operationalized by the instrument. Each question required respondents to choose between the six response options provided for finishing the question prompt, select the 2 statements that best described the culture of the academic institution where they work. To score the instrument, the number of

responses selected that corresponded to each academic subculture is tallied. To be categorized as a dominant culture, a score must have a minimum of four and with a difference of at least 2 above the next highest score. The culture that received the largest tally represented the dominant culture of the academic institution.

Non-dominant Culture - A non-dominant culture refers to any of the six cultures operationalized by the Academic Cultures Inventory that scores at least two points below the dominant culture of an institution.

Hybrid Culture –A hybrid culture is constituted of the combination of two or more academic cultures that are either tied for the highest average, or are separated by a high score of less than two on the Academic Cultures Inventory.

International Association of Employee Assistance Professionals in Education (IAEAPE)- "is an association of employee assistance professionals who work in educational settings. It seeks to enhance program and professional development for those who assist faculty, staff, families, and institutions in dealing with problems which might interfere with personal well-being and work performance" (IAEAPE, 2011, p.1).

Executive Governance Committee- appointed or elected faculty who are members of the governing body that coordinates faculty input to shared governance regarding the mission of the institution.

Assumptions

This study reflected the following assumptions: (a) the interview sample was representative of college EAP director population; (b) the survey sample was representative of executive members of the faculty governing body at participating institutions; (c) directors of college EAP had relevant knowledge and answered the

interview questions completely to the best of their knowledge; (d) the Academic Cultures Inventory accurately differentiate among participating institutions; (e) the Academic Cultures Inventory accurately identified the dominant academic culture; (f) the executive committee members provided an accurate assessment of organization culture.

Limitations

The study had the following limitations:

1. Interview data reflected only the perspectives of EAP directors (or their designee), which may differ from that of other leaders on participating campuses.
2. Culture data reflected only the perspectives of executive members of the faculty governing body, which may differ from that of other individuals on campus.
3. Data reflected the subjective perspectives of the participants, not a direct assessment of organizational culture or those served by the EAPs on participating campuses.
4. Data reflected little variability in the dominant academic culture of the participating higher education institutions.

Delimitations

Some delimitations applied to this study of the scope and status of EAPs in relation to the dominant culture and organizational development in institutions of higher education. The first delimitation related to only including colleges and universities in the United States who employee assistance programs are members of the International Association of Employee Assistance Professionals in Education (IAEAPE). The co-investigators selected the IAEAPE institutions because the organization attracts a membership consisting of professionals working in the EAP field at a wide variety of

institutions dispersed across the nation, and provides a published list of institutional members. This permitted the co-investigators to identify and make direct contact with members of the target population for this study, as opposed to contacting human resources and hoping they route the invitation to participate in this study to the proper employees. Individuals who are members of the IAEAPE may be more involved in creating professional relationships, having support resources, and staying up to date on the latest research compared to non-member employee assistance professionals.

The second delimitation is the study's participants were restricted to the executive members of the faculty governing body and directors of the employee assistance program or their designee. This allowed the study to have consistency across institutions with respect to the assessment of both academic culture and EAP and OD programming. Selecting the EAP director to describe programs and services has ensured the most authoritative overview. The rationale for selecting faculty members on the executive governing body to complete the ACI is that these individuals occupy positions of campus leadership that generally required them to be the campus culture.

Significance of the Study

The proposed study is important to the field of employee assistance programs because the variables have not been studied in this capacity. The comparative analysis of EAPs in American institutions of higher education based on academic culture has not been researched before and this study has provided a rich dataset. Most of the research to date was decades old and used survey for data collection. Another significant detail is contributing a qualitative design to the study of contemporary EAP functions and services. This study reflects advances in the scope and contributions of employee

assistance programs in higher education. The last important aspect was the study considers the contributions of EAPs to leadership and organizational development in academic institutions.

Organization of the Proposal

- Chapter 1 includes research background, statement of the problem, purpose of the study, theoretical framework, research questions, methodology, definition of terminology, assumptions, limitations, delimitations, and significance of the study
- Chapter 2 includes a literature review that will discuss what research has been conducted and the holes in the research
- Chapter 3 includes a methodology section that will discuss research questions, theoretical framework, population, data collection, instrumentation, and steps to analyze data.
- Chapter 4 includes a presentation and data analysis section to discuss the study's findings.
- Chapter 5 includes an interpretation of the study's finding in terms of stated research questions, limitations of the study, contributions and implications, and recommendations for future study.

CHAPTER 2

LITERATURE REVIEW

This chapter established the foundation for conducting research on the relationships between employee assistance programs (EAP), organizational development (OD), and the dominant academic culture of institutions of higher education. Through gathering data, it was found that most research conducted on EAPs tend to focus on corporate America and are several decades old. Businesses have offered employee assistance programs services for about thirty years longer than academe. It stands to reason that EAPs have been mostly studied within corporate culture. Both EAPs and organizational development were established around the same time with the same goals in mind, keeping employees' wellbeing a priority. EAPs in higher education institutions have been gaining ground and attention. The needs of the employee assistance program on campuses of higher education are different than those in the business sector because of the culture. Being cognizant about the workplace culture was the most important step in making both EAPs and OD a productive unit on a college campus. Understanding the dynamics of a campus' dominant culture may influence the utilization of EAPs services.

The following literature review was germane to the proposed research study, specifically employee assistance programs, organizational development, academic culture, and taxonomy of collegiate culture. This chapter was organized into three sections and multiple subsections: (a) human resource programs promoting employee well-being, (b) EAP and OD in institutions of higher education, (c) organizational culture in institutions in higher education.

Human Resource Programs Promoting Employee Well-being

Employees' health and wellbeing should be a priority for any organization because it is the humane way, but from an organization's perspective, it helps the bottom line. Healthy employees are happy employees who form a more productive work environment. For every reason why an employee was not functioning at their fullest potential, it was related to either two things, personal or work. EAP focused on the personal side of the equation and OD focused on work issues. Employee assistance programs and organizational development are human resource programs that have parallel functions, but approach situation from different perspectives (Virgil, 1986). "EAP aims through certain intervention methods to prevent, identify, and resolve personal and productivity issues, which may adversely affect employee job performance, OD aims to prevent, identify, and resolve problems associated with employees' job satisfaction and job performance to enhance an organization's productivity, efficiency, and effectiveness" (Taute & Taute, 2012, p.75). Organizational development was centered around change, change in individuals, the institution, and strategic planning (Latta, 2009). Organizations may have utilized one or both program, however, by having the efforts of the programs combined, more positive actions could take place because more ground would be covered. "Although ODs and EAPs are two different ventures, with different processes, action plans, strategies, techniques, and implementations, their outcomes and goals are quite similar" (Taute &Taute, 2012). Internal EAPs could partner with organizational development to offer services related to culture improvement through effective leadership, conflict resolution, team building, improving communication, and formulating workplace agreements (Kulper, 2006). "Because human resource

departments are also a part of the resolution to organizational problems, conjointly viewing and linking their services with those of the EAP provides a comprehensive and realistic approach" (Fritz and Myers, 1998, p. 60). Higher education institutions would reap so many benefits from both EAP and OD on campus, especially if the departments were combined. However, it is unknown how many higher education institutions have combined EAP and OD to provide the most optimum services to the employees on campus and to expand the human resource department footprint on campus.

Employee Assistance Programs

Employee assistance programs were developed to help with chronic issues interfering in one's work. Over the years, EAPs have adapted and evolved to the needs of the employees and employers, but researchers still questioned the effectiveness of the programs. Milne, Blum, and Roman (1994) state "an EAP is a formal intervention system that identifies and assists organizational members with a wide range of personal problems that may be affecting their job-related behaviors" (p. 124).

Employee assistance programs did not begin with this broad based outlook of helping people with a range of personal problems. Rather, most researchers believed EAP roots began with treating alcoholics at work. In the 1940s, people began getting help from the employers because of the Occupational Alcoholism Movement (Luthans & Waldersee, 1990). Lew and Ashbaugh (1992) stated the program within the movement in the 1940's was called occupational assistance programs that in the 1970s became known as the EAP. However, Lawrence, Boxer, and Tarakeshwar (2002) state that the workplace based employee assistance programs began in the middle of the 19th century mainly helping single, female workers with basic assistance. Then During World War II,

the movement expanded to help alcoholic workers, when able bodied workers were at a premium. In the 1970s and 1980s, the mental health movement was in full swing and influenced employers to help their employees. In the 1970s, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) expanded its viewpoint stating about half of the problem employees had alcohol issues, but the other half had poor performance caused possibly by drug abuse, emotional disturbances, and/or personal problems. "Thus, by the mid-1970s the National Institute on Alcohol Abuse and Alcoholism had dropped the word alcohol from the programs they were promoting, and had substituted the term employee assistance program" (Weiss, 2010, p.325).

Shapiro and Philips (2007) stated employee assistance programs expanded from the business sector to higher education with the development of three higher education EAPs in the mid 1970's. University of Delaware, Rutgers University, and the University of Missouri started programs to assist faculty and staff with their alcohol dependency issues. "In 1976, with the support of a National Institute of Alcohol Abuse and Alcoholism (NIAA) grant, the University of Missouri sponsored the first of six conferences designed to assist institutions of higher education in establishing EAPs (p. 2). Eventually the NIAA grant ended, but some individuals in EAPs in educational settings wanted to continue meeting to support each other and share ideas. This led to the formation of the International Association of Employee Assistance Professionals in Education (IAEAPE).

Over the years, the role of the EAP has transformed and expanded based on the needs of the employees; so the programs started in the 1940s do not resemble what occurs in the present. Lawrence et al. (2002) stated increased stress in the home and the

workplace, lack of job security with downsizing, electronic leash to work, and workplace violence have increased the need to broaden the spectrum of EAPs.

> According to Hosie, West, and Mackey (1993) the central purpose of an employee assistance program is to provide timely, professional aid for people whose personal problems might otherwise lead to impairment, absenteeism, accidents, conflicts in the work setting, or even job terminations. Employee assistance programs (EAPs) have become prevalent because problems in living-stress, alcoholism, drug dependence, family conflicts, interpersonal difficulties, financial pressures, and other issues-affect almost everyone and can, in turn, impact on work performance and productivity. (p. 355)

Now, companies can choose to offer a variety of services that impacts one's life and eventually influence one's employment. "Practically all EAPs today offer alcohol and drug rehabilitation and emotional, martial, and financial counseling, and a growing number are also offering legal and career counseling" (Luthans & Waldersee, 1990, p.387).

EAP services are offered because studies have found personal problems impact personnel during the working hours. "In a survey of employee assistance professionals, the most prevalent problems identified were family issues (25%), stress (23%), depression (23%), substance abuse (16%), and workplace/job conflict (9%)" (Shumway, Wampler, Dersch, & Arredondo, 2004, p. 72). Even though the majority of the reasons why people used EAP services are not directly related to their position, these issues influenced how one performs his/her duties on the job. Some companies felt it was in the

best interest to support these individuals with their personal problems, that, in turn, will help their business.

Companies are not mandated to offer employee assistance programs to their employees, but more and more businesses believe it is beneficial to provide this service. "In 1959, approximately 50 EAPs existed, and it is now estimated that more than 65 million persons in the United States are covered" (Daniels, Teems, & Carroll, 2005, p.38). Companies who offered employee assistance programs recognized retaining their employees and invested in employees' wellness was important and would in turn benefit the business. "The belief is both humanitarian and economic reasons, it is better to help an employee recover than to replace him (or her)" (Luthans & Waldersee, 1990, p.386). The humanitarian belief was centered on the organization meeting the needs of its employees, so they remained productive and satisfied despite the stress of the work or home life. This thought process was mainly sought in Western civilization and not throughout the world. Countries with high unemployment rates, such as Argentina, Brazil, Mexico, and Indonesia, find that it was easier and preferred to replace an employee who was not preforming rather than rehabilitating the problem employee (Bhagat, Steverson, & Segovis, 2007).

Employee assistance programs could be viewed from several different perspectives. First, as stated above, it could be viewed through the customs and beliefs of the country. Those countries who are more westernized with lower unemployment rates would want to retain their workers, while other countries would rather obtain new employees. Second, each company had different views on if an EAPs should exist, who

provides the services, and what services it should provide. Companies could choose to offer the services to their employees because companies are not required to offer it.

EAPs could be a service offered internally, externally or combined programs. According to Beidel (2004), during the early days of EAPs, internal services were the popular avenue; however, small to medium size companies have started using external programs that allowed them to offer EAPs to their employees. Recently, companies used combined programs, to use both internal and external avenues, that offered more opportunities to their employees. An internal program was coordinated by employees within the company. “The advantage to this is that the company can tailor the program to suit its needs” (Sweeney, Hoheenshil, & Fortune, 2002, p. 52). Another important aspect of the internal program was the EAP professionals know the culture of the company and may be able to form a bond with the clients. However, a disadvantage of an internal EAP is confidentiality and privacy. An external program used outside contractors to provide services to the company’s employees. “Advantages of this type of program includes lower costs, convenience, and confidentiality” (Sweeney et al., 2002, p. 52). The majority of EAP services are provided through external programs. Van Den Bergh (2000) state only 2.2% of EAP had combined programs, 16.7% were internal programs, and 81.1% had external programs.

Third, different roles within the company would have different viewpoints on the employee assistance programs. Employers would view EAPs differently than the employees. How the EAP programs were implemented would influence how the employees would perceive it. “EAPs can be used as a basis for supervisors to confront problem employees and suggests that they seek assistance or as a resource for employees

to use on a self-initiated basis for problems they perceive with themselves or their family members" (Milne et al., 1994, p. 124). These two different strategies would initiate different reactions from the employees. A person would have a different reaction if he/she was required to participate to save his/her job compared with elected to voluntarily participate to improve oneself.

The reason why a supervisor would initiate an EAP for an employee is a different perspective then an employee who utilized the EAP voluntarily.

> "Reductions of costs associated with health and mental health care, employee retention, enhancement of labor/management relations, provisions of cost effective employee benefits, and the opportunity to be perceived as altruistic by employees, as the major reasons for employers' implementation and support of EAPs" (Lawrence et al., 2002, p. 3).

Employers are concerned with the bottom line, making a profit. Employees with personal problems took more sick days, were less productive, and made more mistakes. By offering these employees services through the EAPs, the company hoped the employees could resolve their personal problems and be more focused on the job during working hours. Employees motivation to have used the EAP stems from a different position. Lawrence et al. (2002) stated employees utilized the EAPs when they believed the services were confidential, employers support the program, ease of access, previous participants had positive feedback of the services, and perceived efficacy of the program.

The final perspective of the EAPs was the model that included services. Some companies used the holistic approach or strength-based model while others used the disease model. The holistic approach or strength-based model looked at every aspect of

the individual's life. Finding the person's strengths and ways to use the strengths to resolve issues within all facets of one's life was the central focus of the holistic approach. "The client's environment, or ecosystem, includes all those systems which impact upon an employee, such as the workplace, family/personal life, health, biopsychosocial, spiritual, and cultural dynamics which interact to impact an individual's ability to cope and display competence" (Van Den Bergh, 2000, p.4).

The strength-based model would focus services around prevention and early intervention rather than intervention like the disease model. The disease model was reactive; it looked at fixing the problems after an intervention was required. Luthans and Waldersee (1990) state employers who have blind acceptance of the disease model in administering an EAP may lead supervisors to fail to detect employees who need help. If employers are only looking for obvious signs of misdoings, then employers would be missing out on subtle signs employees exhibit while personal problems first begin. Both models support the employees; it is how the support was given that was the difference. No matter the view a person takes with the employee assistance programs, the purpose was to help employees improve their situations.

Organizational Development

Another approach to promoting the well-being of the workers and the effectiveness of the organization was organizational development. The history of OD dates back to the 1950's (VanEyde, Maes, Van Eynde, & Unteitig, 2013). The basic tenets of organizational development were formed by the values of people, work, and organization (Taute & Taute, 2012). OD went through some gradual philosophical

changes and how people viewed workers and organization based on the needs of the company and economy.

To understand organizational development, one must know the history of management styles to grasp the need for the changes that occurred. Rothwell, Sullivan, and McLean (1995) state the first stage of management thinking was named the classical school of thought that dominated the late Nineteenth Century to the early 1930's. Classical school of thought was based on "Social Darwinism and populist interpretations of work by Fredrick Taylor, Frank and Lillian Gilbreth, and Henry L. Grant" (pg. 14). The viewpoint centered on the strongest will survive and should survive since they contributed more to a company then their weaker counterparts. During this timeframe, management believed workers despised work and only valued monetary rewards. Companies were not concerned with employees' wellbeing or the work environment. The only concern the companies had was earning a profit and identifying employees who could do so the quickest and most efficient.

The second stage was called Human Relations school of thought. Swanson and Holton (2009) state this school of thought began because of the concern of the bureaucratic organizations and the focus needed to switch to the employees' needs and interpersonal communication. Human Relations school of thought was developed through the experiments at a Western Electric plant in Hawthorne, Illinois (Rothwell, Sullivan, and McLean, 1995). The premise of these experiments were to alter the working conditions to see if it impacted the workers' productivity. Hawthorne researchers concluded that workers wanted socially sensitive supervision and a feeling of

camaraderie at work (Rothwell, Sullivan, and McLean, 1995). This approach focused on the workers' environment and ignored the production and profit side of a business.

By the mid to late 1950's, it was clear the Human Relations school of thought was not influencing the work environment effectively. The third stage was the Human Resources school of thought that "emerged as a direct response to an economic recession that began in 1957 and to evidence that the Human Relations School had not generated effective workplace applications" (Rothwell, Sullivan, and McLean, 1995, p. 17). This stage was fully rooted in humanism and applied science. Key values of humanism include a firm belief in human rationality, human perfectibility through learning, and importance of self-awareness (Swanson and Holton, 2009). Applied scientist began looking at human behaviors at work and found that when you mix individuals from different backgrounds, each individual becomes more variable and complex (Rothwell, Sullivan, and McLean, 1995). The interaction between groups of people build mutual goals, work satisfaction, and better work environment. This outlook is still consistent with organization development today.

Organizational development history can also be mapped through behavioral science applications. Laboratory training, survey research and feedback, and Tavistock Sociotechnical Systems were methodological influences that impact the work environment today. Rothwell, Sullivan, and McLean (1995) state laboratory training was associated with unstructured, small group sessions where people shared their experiences and learned from each other. The early laboratory training was conducted with people from different organizations. It was soon discovered participants could not take what they

learned and utilized it at work. To solve this dilemma, groups were formed within a single organization creating the foundation of what is now called team building.

Survey research, pioneered by Rensis Likert in 1947, became an important tool in organization development. Likert created the concept of survey-guided development that measured the employees' attitudes, provided feedback to participants, and encouraged joint planning for improvement (Swanson & Holton, 2009). This method was created because Likert observed managers not utilizing attitude surveys results to guide their change efforts and left the employees frustrated because their opinions did not seem to matter. The key component to Rensis Likert's survey-guided development program was the interlocking conference. "Survey results were given to top managers during the first conference, and then other conferences were held to inform the organization's successively lower levels. In each conference, group members worked together to establish an action plan to address the problems or weaknesses revealed by the survey" (Rothwell, Sullivan, & McLean, 1995, p. 26).

The last methodological influence on OD was the Tavistock Sociotechnical Systems. Tavistock, a clinic in England founded in 1920's, researchers conducted an important experiment in work design for coal miners. Before the experiment, coal miners worked in teams and were rewarded for team, not individual performance. New technology was introduced and working dynamics changed from groups to individual. The change resulted in decreases work production and increase in employees' absenteeism. Researchers recommended the new technology could be used by coal miners grouped into teams that resulted in improved productivity and restored absenteeism. "Tavistock Sociotechnical Systems' key contribution to OD was an

emphasis on social subsystems" (Rothwell, Sullivan, & McLean, 1995, p. 29). An important subsystem within an organization is the people and their needs must be accounted for if change is to be successful. "Consequently, to effect change successfully, OD should focus on how a proposed change might impact work methods" (Rothwell, Sullivan, & McLean, 1995, p. 30).

Organizational development was a unique department within any organization. The philosophy behind OD was doing what is best for the whole organization. This was quite the opposite compared to the employee assistance programs' focus on the individual. There were several ways to define organizational development. However, most definitions would imply that "OD is a process that utilizes behavioral science and knowledge to bring planned, systematic change to an organization's strategy, structure, culture and processes over a sustained period of time for the purpose of making an organization more effective" (VanEyde, Maes, Van Eynde, & Untzeitig, 2013, p. 70). The purpose of OD "is to enhance the effectiveness of organizations and the well-being of their employees through planned interventions in the organization's human processes, structures, and systems, using knowledge of behavioral science and its intervention methods" (Taute & Taute, 2012, p. 65).

The thought process of an OD personnel, what was best for the organization would in turn, be the best for the employees. Beard (2000) stated OD personnel may be involved in motivation, performance, job design, inter- and intra-group behavior, power and conflict, leadership, decision making, communication, reward systems and organizational design. "Goals of OD include assisting in efforts of organizational change, enhancing organizational productivity, assessing candidates for position selection, team

building initiatives, assisting with organizational culture change; and providing counsel and coaching to senior managers and executives (Beard, 2000, p. 125).

Organizational development personnel ensured that the organization ran smoothly from the top down. Their position essentially looked to find a concern and fix the problem to have made the culture healthy again. This followed a diagnosis/prescription cycle or a medical model of an organization. Taute and Taute (2013) stated the consultants approach the "sick" institution, "diagnose" the illness, "prescribe" and implement the intervention, and "monitor" the progress. Organization development personnel looked to find what needed to be fixed and then ensure the intervention took place to restore the culture.

OD as used in the private sector cannot be assumed to work in the complex university structure (Torraco & Hoover, 2005). Within academia there would be several layers to the culture; the whole institutions, departments, and type of employees. *Strategic HR and Organizational Development: A Holistic Process (*2012) state "the distinctive features of higher education include the interdependent nature of these institutions, the unique culture of the academy, shared governance, goal ambiguity, the existence of multiple power and authority structures, the presence of loosely coupled networked structures, and the existence of hierarchically based administrative values in contrasts with the values of professional authority such as those vested in tenured faculty" (p. 73).

The location of the organizational development department at each university was different; some may have been a visible part of the universities' structure, while others would not be as obvious and is displayed in the philosophy or the leaders' approach

(Torraco & Hoover, 2005). Those working in organizational development focused on the entire organization, but realized the importance of the individual within the system, for without the individual there would be no system or organization (Taute & Taute, 2012).

Relationship between EAP and OD

Even though organization development viewpoint focused on the company as a whole, the services provided work well with employee assistance programs. OD and EAP "are complimentary services which have the same goals, but which address different problem areas. The development of a cooperative relationship between them will provide a more complete service to develop the potential of any organization" (Virgil, 1986, p. 35). Not only was there a relationship between these two programs, but it had been said OD foundation creates all EAPs activities (Mannion, 2006). Mannion (2006) stated the three basic ideas- troubled employee, role of management, and organizational development – constitute the essential core of employee assistance and suggested the standards necessary for acceptable EAP practice.

Employee assistance programs could be defined in numerous ways. However, the foundation to most definitions are EAPs help troubled employees. The specific details of the EAP, the who, what, when, where, and why, all varied based on the needs of the employee at each institution and what type of help the institution offers. "The services provided by EAPs vary substantially from place to place. No EAP has the resource to meet every need, and so decisions have to be made as to how their resources can best be allocated" (Smewing & Cox, 1999, p. 276).

The variation amongst the EAPs made it challenging to solidify a definition. White et al. (1996) stated the employee assistance professional association have

recognized six components to help define EAP referred to as core technologies that should be present in all comprehensive employee assistance programs. The core technologies are identification of a problem based on job performance, consultation with supervisor, constructive confrontation, evaluation and referral, liaison with tax providers, and substance abuse expertise. With the core technologies in mind, institutions need to understand the culture and adapt to the needs of the employees. Balgopal and Stollak (1992) stated that the traditional EAP model will not be successful in an academic setting and believe constructive confrontation is almost impossible. A successful academic EAP must look at the culture and the needs of employees rather than alignment with the core technologies that fit better within the business sector.

EAP & OD in Institutions of Higher Education

Both EAP and OD programs have been adapted to the needs of academic institutions because the environment dictates this acclimatization. Even though, individuals in academia have personal and work issues just like in the corporate world, academia's culture warrants EAP and OD to handle their roles differently.

EAP in Academic Institutions

Employee assistance programs in higher education institutions have been shaped by the unique needs of these organizations that differ from the corporate sector. The culture in business is dependent, supervised, and hierarchical while academia is independent, flexible, and mostly unsupervised (Philips et al., 2007). Davis (1996) stated traditionally the academic work setting has been less structured than any other human service organization. In most businesses, people have designated work hours, are held accountable of their daily work accomplishments, hold daily conversations with boss and

coworkers, and work together to accomplish a common goal. Workers can quantify their work output; professors cannot always do this. In academia, office staff are held accountable like those who work in businesses, however, professors are not. Professors come and go on campus after they have fulfilled their duty of class time and designated office hours. Professors can work from anywhere and are not required to be on campus, this makes it difficult for anyone to notice warning signs of a potential problem. The freedom of flexible hours typically was portrayed as a benefit of being a professor, however, the downside was the irregular contact with colleagues and little opportunity to identify colleagues who have difficulties in their lives (Davis, 1996).

Within the business world, supervisors worked close enough with their employees to notice signs of personal problems such as tardiness, absences, and mood changes. In higher education, the culture was divided into multiple parts; overall campus culture, department culture, and hierarchical status. Within each of these divisions, norms and separate rituals are distinct to their intimate group creating a unique culture. “The primary difference that set educational institutions apart from most of corporate America are in the areas of teaching, research, tenure, funding and service” (Philips et al., 2007, p.10). The purpose of higher education was to educate individuals and create and inspire future professionals and leaders. To do so, professors need to research to expand their knowledge and pass the information onto others to advance the discipline. This was the focus on academic life.

These ideas were in contrast to the purpose of corporate America that was to gain a profit. Companies were driven by competition to gain revenue, being in the black is the goal for corporate America. The amount of money a company made was directly

associated to the level of accomplished success. Philips et al. (2007) stated the success of academic institutions is measured by amount of research dollars generated, ranking of prestigious professors, quality of students, ranking of institutions, revenues from licensed technology, and revenues from student enrollment. Since corporate America and higher education define success in different ways, it is no surprise that promotion was handled differently. Within the business world, individuals were evaluated based on performance and if they were contributing to the company's profit making abilities.

Educational settings are quite different, especially for professors. As stated above, higher education was about learning and to excel at teaching required to retain good professors. The retention system in academic institutions, tenure, was a way for a professor to advance his/her career and to attain some success in academia. Higher education staff personnel standards and evaluations were different than professors and handled similarly to the corporate world.

The differences between higher institutions and the business world explained why EAPs have had to be adapted for on the environment of a college campus. There were specific needs EAPs should account for to be helpful to all employees on a college campus. However, there have been little research conducted on employee assistance programs in higher education. "Although a considerable literature exists on the needs, functions and benefits of employee assistance programs in industry, there is comparatively little literature available on the use of EAPs in higher education" (Davis, 1996, p. 4).

Shapiro and Philips (2007) state in the 1970's EAPs transitioned from industry to higher education with the focus to help handle alcohol abuse by faculty and staff.

Employee assistance programs were able to arrive on college campuses through federal funding from the National Institute on Alcohol Abuse and Alcoholism (Hahn, 2005, p. 87). The growth of EAPs in higher education was slower than its business counterparts. "Academic institutions are fertile ground to enhance the population health of faculty, staff, and students who live and work in higher education settings, yet they have lagged behind corporate America in wellness programming and creating wellness cultures" (Melnyk et al., 2016, p. 309).

One of the reasons for the slow growth could be the mindset of the administration. The main focus of EAPs was two-fold; a concern for employees' performance and the employees' welfare. Denzin (1989) state universities focused on the performance rating of their faculty and do not center on humanitarian ideology that would focus on the personal lives of the employees. The personal troubles of faculty members were given a low priority by administration. Another reason for slow growth on campuses was the independent work environment enacted by the faculty members. Stoer-Scaggs state "attributes the slower growth pattern to the greater tolerance found in higher education for problem employees on the faculty and for traditions of autonomy and nonhierarchical organization in colleges (as cited in Hahn, 2005, p. 87).

No matter what the reasons were for the slow growth, higher education institutions have realized the employees on campuses need assistance. Over the years, the needs of staff and faculty on college campuses have expanded beyond alcohol abuse, so employee assistance programs had to adapt and change for the individuals' needs. A challenge was how individuals view EAPs differently depending on their status on campus.

In higher education, employees could be divided into two main categories; academics, meaning faculty members, tenured and non-tenured, and nonacademic, meaning staff. Since the roles and responsibilities between faculty and staff are quite different, it should be obvious the mindsets will be different, as well as the willingness to seek out help. “The organizational dynamics of hierarchy, patriarchy and competition generally create negative effects on workers who have the least amount of discretion and are at the lowest levels in the workplace. These employees tend to use EAP services the most” (Poverny & Dodd, 2000, p. 31).

The different work environments for staff and faculty influenced the usage of services. Non-academic employees tend to be employed within a clearly defined hierarchical structure with definable roles. This has made observation of job performance and supervisor’s referral to an EAP is relatively easy (Davis, 1996). The less structured faculty work environment impedes the referral process. “Traditionally, academic staff are given little supervision and support, have much control over their own work, and have been subject to little, if any, performance monitoring. It is therefore sometimes difficult to know when such people experience problems that might require help” (Smewing & Cox, 1998, p. 273).

There was unequal balance of who used the EAP services on campus. Poverny and Dodd (2000) conducted a nine year follow up study researching assumptions, observations, and utilization pattern of college EAP services by faculty and staff. The findings found that staff over represented the users of EAP services and the most vulnerable faculty; those who are young, minority, and untenured continued to come in to the EAP in greater numbers (p.37). In general, EAPs in higher education are used more

regularly by staff compared to faculty and junior faculty used it more than their senior counterparts. (Franz, 2007). Even though professors may have been the highlighted position when thinking of roles on a college campus, in reality there are less academic positions than staff. “Faculty are not however the sole employees of colleges and universities; in fact, in many instances faculty are a numerical minority within the work force. Thus, nonacademic staff have emerged as the population of central concern for many program in higher education” (Roman, 1980, p. 138). Higher education EAPs may target staff because they are in more abundance, more likely to seek out help or easier to identify. The reasoning why the EAPs target staff was not important, but omitting a population, faculty, that needs assistance may have been detrimental.

The working environment in higher education fostered creativity and independence. What attracts people to work in this environment; autonomy, low supervision, low visibility of performance, and freedom from time demands, may have also created a lack of support system when coping with stress (Davis, 1996). Being independent was the occupational stress faculty members handled that was unique to the higher education field. Davis (1996) list academic stressors faculty were faced with: pressure to obtain tenure, publish or perish syndrome, mid-career burnout, decrease career prestige, internalized value of success, and income. It was not that professors have more stress than other professions, they just do not seek out help when needed because of the stigma associated with needing assistance. A professor’s role was to teach the next generations, contribute to the growing research field, and expand their profession that was centered on being skilled and capable. Faculty may have been less willing to ask for

help when needed if such a request would threaten their sense of self-competency (Davis, 1996).

There were several reasons why a faculty member would be concerned with their perceived self-competency. One, their job relied on the fact that they should be somewhat of an expert in the field they teach and research. The faculty member should be one that people can gain reliable information from and be assured it is accurate. Secondly, evaluations of their ability would determine the position on campus. Lew and Ashbaugh (1992) state that the majority of performance reviews were based on the academic trilogy; teaching, research, and service. Although faculty performance was developed by consensus, it was still highly subjective. Both junior and senior faculty may have concerns if other faculty members have knowledge of a personal problem that it would be used against their ability when they were up for performance evaluations because of the subjectivity to the process. Junior faculty were faced with subjective performance ratings that would decide on tenure position and senior faculty were faced with promotion and compensation decisions (Lew & Ashbaugh, 1992).

Tenure was the academic promotion system for faculty. Campus staff were hired and promoted like corporate America based on the annual performance ratings. The tenure process was more detailed and time consuming to achieve promotion to senior faculty position. “Tenure offers a job for life at a university or a college, and it is offered if the scholar passes a rigorous professional evaluation several years after commencing employment” (Batterbury, 2008, p. 286). Through the tenure process a junior faculty member was evaluated on the research conducted, classes taught, student evaluations, and grants awarded. It was a long and meticulous process that would determine the status of a

faculty member. Earning tenure equates to job security, an important component in any field. However, in academia subjectivity in the tenure process added additional stress and inhibits faculty members to create relationships that share personal information that could be used against them in the promotion process. This promotion process created a hierarchy within the departments. Those who have earned tenure are senior faculty who were ranked above non-tenured professors. This hierarchical equates to less on-campus requirements for tenured professors. “Junior faculty (untenured) carried significantly higher workloads than most of their senior (tenured) counterparts, especially in terms of committee work” (Franz, 2007, p. 62). With the added workload, created more occupational stress that increases the chances of junior faculty reaching out for support compared to their senior counterparts.

In addition to the autonomy built into faculty positions, the lack of supervision created a work environment that does not encourage supervisor referrals to the EAP. Self-referral was the most frequent approach for faculty who decide to seek help. Staff on campus have a hierarchical system that permits supervisors to have closer contact with employees. The close working relationships allowed supervisors to recognize symptoms that may lead to referring a person to an EAP on campus. Staff would either refer themselves to use the EAP services or a supervisor may have required an employee to use the services to keep his/her job.

The challenge to campuses’ EAP was to create a program that could be used by all who work on campus. “Designing an EAP for a heterogeneous workforce remains an important challenge connected to the promotion and utilization of EAPs” (Hahn, 2005, p. 88). Within colleges, there was a distinct division between staff and faculty. As stated

above, staff used EAPs more frequently than faculty, women used it more than men, and junior faculty used it more often than tenured professors. Employees assistance programs need to be cognizant about all aspects of their program to attract all employees and aim to increase those in the minority; faculty, especially tenured, and men in general. There were several hindrances than may have limited the number of people who utilized the services.

One obstacle was the name of the program. Employee assistance programs were called several different names: work and family program (de Pietro, 1995), faculty and staff assistance (Franz, 2007), and campus assistance programs (Davis, 1996). The name variations of employee assistance programs were to attract more faculty members to use the services. Some colleges have created faculty exclusive EAPs to increase the number of faculty members who used the services (Franz, 2007). The name of the program could create a barrier if an employee senses the program does not cater to his/her status.

Some faculty may have the impression EAPs were for staff use only because of the location of the department, either physically on campus and hierarchical. EAPs have been housed in many different locations on campus. The physical location of this department significantly impacts who used the services. De Pietro (1995) stated EAPs could be found in multiple departments on college campuses. Most have been found in human resources, however, some colleges have EAPs in student services, women's studies, and even housing departments, but the most effective location was the provost's office. The location of the EAP could create confusion for who the services were intended. EAP housed in student services, women's studies or housing department, appeared to only have that specific clientele in mind. Those locations do not seem

welcoming to faculty or men, so of course they would be a minority who utilized the services. If the EAP was in the human resources or the personnel department, it may not be utilized by many faculty members. “The placement of the program within the organizational structure determines the highest organizational level from which referrals will be made, i.e., no referrals will come from organizational levels above that at which the program is placed” (Roman, p.145, 1980). The hierarchical levels in academic setting, personnel department sits below faculty rank. This means faculty will feel the department was below him/her and would not use the services.

Another option to have more individuals, including faculty members, use the services was to have campus leaders involved and support the employee assistance program. Employee assistance programs need to create a rapport with leaders and other departments on campus to form a supportive alliance that would encourage staff and faculty to use the available services. “Internal EAPs in academe place great importance on developing relationships with managers, supervisors and human resource professionals as a source of referrals, as well as developing a network of champions for the EAP program on the larger campus” (Kulper, 2006, p. 76). Leaders’ backing of EAPs services would break down the barrier of the stigma associated with needing support.

Having the support of other departments on campus could also influence people to utilize the services available to them. “Internal EAPs can also partner at the systems level with other department and/or organizational development (OD), to offer services related to improving culture through effective leadership, conflict resolution, team building, improving communication and formulating workplace agreements” (Kulper, 2006, p. 77).

Obtaining the support of different departments on campus would be more fruitful than leadership support because departments are more long-term than leadership positions.

The president and other administrative leaders were some of the few leaders on campus who could create a significant impact on creating change. Kezar (2009) stated the problem was that presidents and administrative leaders were in term for a very short time, presidents average term was seven years and trustees term averaged two to four years. This created a barrier to change the culture since it takes 10-15 years to create deep change and the president's term does not last that long. For a president to impact change longer than his/her term, he/she has to "realize the to delegate more authority to those who are on campus for a longer time. By deputizing faculty and staff to lead reform efforts, they had created a greater likelihood that those reforms would occur and sustained" (Kezar, 2009, p. 21).

On the department level, there were also barriers for leaders to instill change. Roman (1980) stated two dilemmas within the department leadership roles. The first dilemma was the lack of separation between department chairpersons and their subordinates, like within corporate America with managers and employees. If the chairperson strongly identified with the administration, the chairperson might be met with resentment and resistance. Another dilemma was chairperson's turnover rate. The chairperson limited time in position impacted the actions taken toward subordinates who may in the future become one's superior. Department chairs were hesitant to get involved in personal matters because in the near future that individual may be his/her boss. Since the turnover rate for leadership roles on campus were high, to influence change a leader must empower those who would be around longer to instill change. One way to do so was

to equip those with the knowledge of EAPs services and how these services are available to help both staff and faculty.

For an employee assistant program on campus to be successful, it must be in tuned to the needs of the clients, be promoted well and be imbedded into the culture. Hughes (2007) stated the survival of an internal EAP in a higher education institution depends on the development and implementation of strategies designed to ensure their existence and confirm their unique value. The two things an EAP must be certain it does to be in tuned to the needs of the client is maintain flexibility and offer useful services. "As EAP professionals, understanding the value university clients place on flexibility is paramount. Many faculty, researchers, and post doctorate fellows choose their career based on this value" (Philips et al., 2007, p. 15). If faculty members are choosing a career based on autonomy and flexibility, then the services geared toward helping those individuals must be sensitive to those needs for faculty to consider using the services.

An EAP cannot offer services for every problem, so they have to determine the employees needs and offer corresponding support. Some EAPs would only offer a narrow range of services while others would offer a lot more services. Roberts-DeGennaro (1989) state a broad-brush EAP model, which focused on the primary prevention of substance abuse and mental health problems in the workplace, has a good chance for adoption and survival in an academic setting. Since this model looked at several different mental health problems, it will help many more individuals than if the program focused on a smaller range of issues. The study conducted by Roberts-DeGennaro (1989) found that a campus EAP that focused on a broad range of personal problems that are supportive to prevention and health risk reduction efforts can enhance, promote and

conserve its valued manpower. The objective of an EAP was to provide services to generate healthier people and a healthier workplace. Sperry (1991) notes that institutions that had worksite-based EAPs saw a reduction in mental health and substance abuse costs because early detection led to earlier treatment that was less costly and less complex. Having the EAPs on campus that offered a wide range of services, helped the most people.

It was not just the employee assistance program that allowed these services to occur, but several different department and individuals need to support these services for it to come to fruition. “EAPs do not operate in insolation, but instead interact with a number of support services both within and external to the university which can influence or be influenced by it. These include top-level management of the university, employees, employees’ families, trade unions, staff association, health care providers, social services, community groups and other external agencies” (Smewing and Cox, 1999, p. 5). An internal employee assistance program could utilize external sources to help serve the clients to the fullest. Some clients’ situation could be outside the EAP expertise and they may have to utilize external services to best serve the client.

Promotion of an internal EAP services was key for staff and faculty to know the availability of the help one could receive if needed. The services cannot be helpful if no one knows it is available to them. Smewing and Cox (1999) state the management, administration, and marketing on an employee assistance program would radically impact how the program was perceived by prospective clients. Having the support of campus leaders and advertising the services to both staff and faculty were initial steps to promoting the program. Another crucial step was making the program part of the campus

culture. “In order to ultimately enhance the performance of the individual and the organization, however, it is critical that the employee assistance field not overlook the most critical aspect of integration-the actual process by which an employee assistance service weaves itself into the fabric of the company, labor union, or organization that it serves” (Beidel, 2005, p.282). Each academic culture was unique, the EAP must have identified the campus culture and mold itself to join in to be a part of it.

OD in Academic Institutions

Torraco (2005) stated little was known about OD in higher education institutions. “The distinctive features of higher education institutions include the interdependent nature of these institutions, the unique culture of the academy, shared governance, goal ambiguity, the existence of multiple power and authority structures, the presence of loosely coupled networked structures, and the existence of hierarchically based administrative values in contrast with the values of professional authority such as those vested in tenured faculty” (“Strategic HR and Organization Development: A Holistic Process”, 2012, p.73). Organizational development field was first aligned with higher education forty years ago with the plan to encompass related areas such as faculty development, instructional development, professional and personal development, and organizational development with the purpose of fostering a better environment for teaching and learning (Weston, Ferris, & Finkelstein, 2017). One challenge for academic OD was faculty and administrators “tend to value ideas, thoughts and concepts over feelings” (Boyer & Crockett, 1973, p.344). For peak performance, OD personnel must keep in mind the distinguishing characteristic of academia culture to produce effective change. Organizational development in higher education was centered on change (Latta,

2009; Latta & Myers, 2005) to achieve optimal effectiveness and productivity (Taute & Taute, 2012) and successfully utilizing the human resource department of the organization (Boyer & Crockett, 1973). Latta and Myers (2009) state the greatest challenge to a successful OD was managing the impact of unexpected situations upon planned changed. According to Torraco (2005) action research is a successful method for organizational development through a repetitive cycle of problem identification, clarification, data collection and analysis, and action planning for systematic change. Latta and Myers (2005) and Torraco (2005) note Beer and Nohria's Theory E and Theory O change initiatives. "Theory E change is traditionally driven from the top and frequently engages external consultants. Theory O change is participative and focuses on the development of an internal culture of high commitment" (Latta & Myers, 2005, p. 352). Change is the epitome of organizational development. If change strategies violate cultural norms, change usually does not occur (Lester, 2013). For organizational development to enact successful change strategies, the change needs to be aligned with the higher education institution's culture (Kezar & Eckel, 2002; Craig, 2004; Tierney, 1988).

Organizational Culture in Institutions of Higher Education

The collegiate culture was different than other organizations. To implement strategies to assist faculty and staff, the department must understand the culture and immerse itself into it. The first step was to know how culture was defined. "Culture is a constantly evolving system of shared beliefs, values, customs, rituals, practices, and artifacts that the members of an organization use to cope with their world and with one another, and that are transmitted from generation to generation through learning" (Corbo

et al., 2016, p. 1). The academic institution's mission statement may reflect the values, beliefs, behaviors, and practices that create the culture (Philips et al., 2007, p. 10).

The majority of culture components in an organization were acquired subconsciously, people do not consciously think about what the culture symbolized, but slowly acquired the knowledge by being enmeshed into it. "Consequently, most people find it difficult to articulate the cultural norms, values, and basic beliefs that inform their own actions, beyond those embodied in intuitional mission statements or declarations of organizational values" (Latta, 2009, p. 43). Employees readily accept cultural knowledge and over time evolves into shared meaning of the organization (Latta, 2009). In an academic setting, culture could be discussed on multiple levels including campus wide, departmental, roles, and status. Even though there was general values and beliefs held by everyone on campus, cultural norms were personalized through each department, position type, and personal characteristics.

Academic culture has been studied using a variety of methods. Ethnographic researchers have focused on studying unique aspects of institutional culture (Folch & Ion, 2009; Franz, 2007; Kezar & Eckel, 2002; Wong & Tierney, 2001). Other researchers have adopted a normative approach, seeking to find commonalities among the cultures of various academic institutions (Klein, 2017; Deem, DeLotell & Kelly, 2014; Ozcan, Karatas, Caglar, & Polat, 2014; Shaw, Chapman, & Rumyantseva, 2013; Cox, McIntosh, Reason, & Terenzini, 2011; Vallett, 2010; Smart, Kuh, & Tierney, 1997; Tierney, 1988). The latter approach allowed researchers to study the effects of academic culture across institutions. One such taxonomy created by Bergquist (1992), captured four normative cultures of academic institutions in the United States. His work was later expanded

Bergquist & Pawlak (2008) to encompass 6 academic cultures, the original four plus two additional, emergent cultures documented in their research.

Bergquist & Pawlak's Taxonomy of Collegiate Cultures

Bergquist and Pawlak (2008) are the authors of Engaging the Six Cultures of the Academy who identified six cultures in higher education institutions (see Table 1). "These cultures have had a profound impact over the past half century on the ways which campus leaders view their work in the academy, as well as the ways in which faculty members, administrators, and students perceive the potential for personal career advancement and institutional change" (p. 1). Culture could be described in many ways, but one thing was for certain, culture provide roles, rules, attitudes, behaviors, and practices. How people interact, perform duties, and listen to authority figures all were shaped by the culture, even if it is mostly done unconsciously. Each campus of higher learning had its own unique culture that was a blend of some or all of the six stated in this book. Bergquist and Pawlak state that most colleges had more than one culture visible on campus. "Although most colleges and universities, and most faculty and administrators, tend to embrace or exemplify one of these six cultures, the other five cultures are always present and interact with the dominant culture" (p.7). For one to operate efficiently within and among the culture, it was best to understand each of the individual cultures.

Table 1. Cultures of the Academy

Culture	Role of faculty	Governance	Mission
Collegial	Experts	Consultative	Culture of Research
Managerial	Employees	Hierarchical	Efficiency
Developmental	Partners in process	Aims-oriented	Continuous improvement
Advocacy	Advocates	Negotiated	Fair working practices
Virtual	Outreach, collaborators	Negotiated with partners	High levels of external engagement
Tangible	Content experts	Hierarchical	Robust infrastructure

Adapted from Johnstone and Proctor (2018), p. 8.

Bergquist and Pawlak (2008) have the six cultures grouped together in pairs formed by opposing beliefs, or polarities. They assert the containment of anxiety is the foundation for the formation of organizational cultures (p. 11). Anxiety occurs when assumptions of one culture collide with another culture and the academic institutions are threatened to change the environment. Individuals within a culture hold similar truths; values and assumptions, that they hold close to protect themselves against any fears or anxiety. As the group developed fears and anxieties about incidents within the environment, the group found ways to handle these fears. Once the members felt comfortable with their coping skills, it became entrenched in the culture. The culture provided a sense of comfort for the group because it governed a way of thinking, perceiving, and feeling about the challenges that occur. When the environment had a high level of anxiety, the institution's culture becomes strong.

"Polarities cannot be resolved, but they can be managed" (Bergquist and Pawlak, 2008, p. 236). Typically, groups can only see the upside of their point of view and the downside of the opposite points of view, that makes polarities insolvable. When different cultures interact, tensions arise because the groups value different concepts. "Unsolvable problems exists because there are two groups and each resists the other with different sets of assumptions about the structure, process, or attitude of the organization" (Bergquist and Pawlak, 2008, p. 238). Since groups can only see their own point of view, it is difficult to accept the opposing view point.

Each culture had its own fear or anxiety that laid the foundation for their culture. "The culture that resists one's own culture – the shadow culture- creates a blind spot about which we develop a repertoire of denial. Yet to remain vital, one culture needs the

resisting culture" (Bergquist & Pawlak, 2008, p. 239). To remove this blind spot and denial, groups within the culture must examine the interactions that created the resistance. The examination would allow leaders of higher education institutions make informed decisions about future interactions. It was also important for the leaders to understand the viewpoint of each culture.

Bergquist and Pawlak (2008) paired collegial and developmental culture because of the opposition in cultural belief in how knowledge was acquired and dispersed. Collegial culture places significant importance on faculty research that cultivates diverse perspectives, autonomy, and informal relationships. Three important aspects of the collegial culture were research, teaching, and community services, with research as the top priority within the culture.

The professors within collegial culture have created a cultural norm of autonomy that was strengthened by academic freedom. Academic freedom allowed faculty members to choose any area of study as long as it is within the disciplinary field. The open ended parameters permit the faculty members to extend their knowledge in their field to the students, colleagues, and the community. The fear within the culture was that knowledge would not be extended to the world and fear of not knowing. Collegial culture cultivates isolation, independent work, and the right to be different in dress, manner, and professional interests. "The collegial culture nurtures the lone wolf, the eccentric, and the socially oblivious absent-minded professor" (p. 32).

Developmental culture was centered on collaboration and open communication between disciplines. By sharing knowledge between disciplines, the culture felt this increased the value and encouraged individuals to expand the knowledge.

Developmentalist focused on the students' learning and how the content would influence the student after the completion of the course. The values associated with developmental culture were teaching and learning, personal and organizational maturation, and institutional mission. Teaching and learning were the priority in this culture. Professors read literature beyond their discipline to expand their knowledge and to help students with their critical thinking and problem solving capabilities. Developmentalist believed for a person and organization to grow, one must be open to direct and open feedback. "They welcome reactions, perceptions, and expectations of others about their own behavior" (p. 105). Institutional mission lead faculty members to ask themselves, did I engaged my students and were my students successful after completing my course? The fear of not acting on knowledge that already existed motivated this culture. This encouraged the faculty member to go beyond their discipline to acquire knowledge that could be "integrated and applied to improving the personal and professional lives of all individuals in the academy" (p. 241). The developmental culture believed everyone was equal in the institution.

Bergquist and Pawlak (2008) paired managerial and advocacy culture because of how the cultures define access and control. Managerial culture focused on setting and achieving goals. The main goal of this culture was to "focus on the upward social mobility for all of their students- they can focus on outcome measures of success and quality- and on the enhancement of their own societal prestige" (p. 49). One of the values in this culture was the learning of students specifically focused on the learning that can be quantitatively assessed and be fiscally efficient. Faculty members were efficient and competent teacher who felt their work should primarily focus on teaching rather than

research. Students who are attracted to the managerial culture was focused on paving the way to a respectable profession who have mastered specific skills, knowledge, and attitudes through their course work. The sole focus of the managerial culture was to have acquired a balanced budget and have students graduate. The fear of losing control over the institution, curriculum, or faculty manages this culture. People in this culture saw the end goal of graduating and being successful, there was no need to waste time on doing anything that does not accomplish this task.

Advocacy culture believed it was important for all individuals, especially the traditionally underserved students, be given the chance to graduate from college. The belief system established in this culture was social justice, individual right, and equality. The fear for the advocacy culture was working for managers who do not value individual rights. This culture sustain that each student had the right to learn and to be successful. The culture not only believed that students should be treated equally, but faculty members should be on the same level as well. "The advocacy culture emerged in response to the inability of the managerial culture to meet the personal and financial needs of faculty and staff" (p. 111). Those involved in the advocacy culture believed that change can only take place through confrontation and effective use of resources, also known as collective bargaining. Some issues that have been decided through collective bargaining negotiations were compensation, personal issues, curricular, and teaching-learning issues. Bergquist and Pawlak (2008) note the rise of advocacy culture could be connected to breaking of psychological contracts between the institution and its employees. This is an unspoken agreement that involved the institution's expectation of

the individual and what the individual expected in return. When this tacit contract was broken, collective bargaining may begin.

Bergquist and Pawlak (2008) paired virtual and tangible culture because of how each connected with reality. Virtual culture changed the way academe was taught. Class was not restricted to the four walls of a classroom, instead it had expanded globally. With the invention of the internet, information was not limited to text books or the professor's knowledge. The latest developments in any area of study could be accessed by faculty and students at the same time. Faculty members were no longer sitting at the top of the knowledge pyramid, now they were co-learners with their students. Those involved in virtual culture were interested in connecting with the vast resources that were available globally. The meaning of this culture goes beyond using technology, it created a new way of thinking. In this postmodern culture, faculty members encouraged students to become reflective and critical thinkers that led to students to be better learners. Professors also have to think differently to truly grasp the culture. The old ways of teaching was obliterated. New ways focused on learning outcomes rather than assigning grades to students. The fear that drove this culture was isolation. Individuals aligned with the virtual culture "believe that reality is co-constructed and shifts with the experience of the individuals involved" (p. 245).

The tangible culture pride itself on traditions, community, and physical property of the institution. The value of the culture was based on the quality of a beautiful campus, prestigious degrees, esteemed faculty members, low acceptance rates, and the hard-earned reputation. "The tangible culture as it is manifest in the twenty-first century is based on reflection and the search for a deeply rooted identity, a supportive and

appreciative community, and a grounding in religious or spiritual rather than secular values" (p. 187). The property and reputation became central to the identification of the tangible culture. Symbols and ceremonies, especially graduation, are important. Individuals like to interact with others face to face because they feel united with others who have worked in the same physical space that was rich in history. The fear within this culture was being cut off from the academy because the institution had created an academic family for them.

Academic Culture as a Context for Studying EAPs & OD

The academic culture of higher education institutions influences every part of the campus. "The organizational culture in modern higher education institutions relies on the continuous improvement of teachers and students that intends to not only realize their personal and professional skills together with career development, but also to harmonize the in-company and intragroup relations, to improve the psychological climate" (Vasyakin, Ivleva, Pozharskaya, & Shcherbakova, 2016, p. 11525). Both employee assistance programs and organizational development process change, the former was on the personal side and the latter was on the professional side. However, both EAP and OD were immersed with people. When change is in order, the human variable must be taken into consideration because it was typically the slowest to change and the people behaviors were the most delicate element during the change process (Folch & Ion, 2009). It was a natural fit for EAP and OD to work alongside each other because of their similar functions and goals. By working in association with each other, the programs could reach a broader network and be more advantageous to the institution.

CHAPTER 3

METHODOLOGY

Introduction

The objective of this study was to document the relationship between organizational culture and employee assistance programs at institutions of higher education in the United States. The survey and interview methodologies employed are described in this chapter. Survey techniques were used in Phase I to collect data for the independent variable, organizational culture; semi-structured interviews were used in Phase II to collect data for the dependent variables relating to EAP and OD programs. Phase III of the study involved bringing these two data sets together for analysis and interpretation. These phases are described separately below, including sections presenting the research questions, theoretical framework, population, solicitation of participants, instrumentation, data collection, data analysis, and ethical treatment and protection of participants' rights.

Research Questions

This study was designed to address the following research questions:

Overarching Research Question: How do the status, scope and integration of services provided by Employee Assistance Programs vary based upon the dominant academic culture of institutions of higher education in the United States?

RQ1 What variations in the *scope* of services offered by EAPs are associated with differences in the cultural profiles of higher education institutions in the United States?

1a. Does the dominant academic culture predict variations in types of services offered by EAP?

1b. Does the dominant academic culture predict whether OD is included within the scope of EAP services?

1c. Does the dominant academic culture predict the populations served by EAP programming?

RQ2 What variations in the *status* of EAPs are associated with differences in the cultural profiles of higher education institutions in the United States?

2a. Does the dominant academic culture predict where in the organizational structure EAP and OD services are located (i.e. reporting lines)?

2b. Does the dominant academic culture predict whether EAP services are outsourced or provided in house by university employees?

2c. Does the dominant academic culture predict the visibility afforded EAP services at institutions of higher education?

RQ3 What variations in campus *integration* of EAPs are associated with differences in the cultural profiles of higher education institutions in the United States?

3a. Does the dominant academic culture predict the contributions EAP directors report their services make to institutional mission?

3b. Does the dominant academic culture predict the degree to which campus leaders are perceived by EAP directors as looking out for employee wellbeing?

RQ4 What, if any, influence do the non-dominant organizational cultures represented at academic institutions have on the status and scope of services provided by EAPs at institutions of higher education in the United States?

Theoretical Framework

The culture of a higher education institution could impact many aspects of

organizational life and operations (Boyer & Crockett, 1973; Kezar, 2013; Lester, 2013; Vasyakin et al., 2016). This study explored how organizational culture affects the status, scope and services provided by employee assistance programs at academic institutions in the United States. Organizational culture influenced how people think, behave, and feel based on the unspoken rules of acculturation (Latta, 2009; Ozcan et al., 2014; Vasyakin et al., 2016). The tacit knowledge of the culture becomes ingrained in employees and shapes each individuals' values and perceptions (Latta, 2009; Ozcan et al., 2014; Tierney, 1988). The theoretical framework of this study proposed how the organizational culture of academic institutions may impact the nature of EAP operations, where these operations were located in the organizational structure, and the types of services provided to members of these organizations. The values shaped by organizational culture of academic institutions could affect the amount of autonomy, collaboration, and goal driven mentality of employees (Bergquist & Pawlak, 2008). These factors may in turn influence the status afforded EAP programs, and the scope and range of services provided to those seeking assistance for personal issues on academic campuses (Fritz & Myers, 1998; Grosch, Duffy, & Hessink, 1996; Poverny & Dodd, 2000). The academic culture of these higher education institutions was also predicted to affect whether EAP programs have expanded beyond traditional services to include organizational development functions (Beard, 2000; Kupler, 2007; Raber, 1999; Virgil, 1986).

The independent variable in this study was the dominant academic culture of the participating institutions of higher education, as assessed by the executive members of the faculty governing body. The independent variable was assessed using the Academic Cultures Inventory (ACI) that operationalized six normative cultures: collegial,

developmental, managerial, advocacy, virtual and tangible (Bergquist & Pawlak, 2008).

Bergquist and Pawlak (2008) defined collegial culture places significant importance on faculty research that cultivates diverse perspectives, autonomy, and informal relationships. Three important aspects of the collegial culture were research, teaching, and community services, however, research was the top priority within the culture.

Bergquist and Pawlak (2008) state developmental culture was centered on collaboration and open communication between disciplines. By sharing knowledge between disciplines, the culture felt this increased the value and encourages individuals to expand the knowledge. Developmentalist focus on the students' learning and how the content will influence the student after the completion of the course. The values associated with developmental culture are teaching and learning, personal and organizational maturation, and institutional mission.

Bergquist and Pawlak (2008) say managerial culture was focused on setting and achieving goals. The main goal of this culture was to "focus on the upward social mobility for all of their students- they can focus on outcome measures of success and quality- and on the enhancement of their own societal prestige" (p. 49). One of the values in this culture was the learning of students specifically focused on the learning that could be quantitatively assessed and be fiscally efficient.

Bergquist and Pawlak (2008) state those involved in the advocacy culture believed that change could only take place through confrontation and effective use of resources, also known as collective bargaining. Some issues that arise that would be decided through collective bargaining negotiations are compensation, personal issues,

curricular, and teaching-learning issues.

Bergquist and Pawlak (2008) confirmed virtual culture has changed the way academe is taught. Class was not restricted to the four walls of a classroom, instead it has expanded globally. With the invention of the internet, information was not limited to text books or the professor's knowledge. Those involved in virtual culture were interested in connecting with the vast resources that were available globally. The meaning of this culture goes beyond using technology, it created a new way of thinking.

Bergquist and Pawlak (2008) assert the tangible culture prides itself on traditions, community, and physical property of the institution. The value of the culture was based on the quality of a beautiful campus, prestigious degrees, esteemed faculty members, low acceptance rates, and the hard-earned reputation. "The tangible culture as it is manifest in the twenty-first century is based on reflection and the search for a deeply rooted identity, a supportive and appreciative community, and a grounding in religious or spiritual rather than secular values" (p. 187). The property and reputation became central to the identification of the tangible culture.

The dependent variables were the employee assistance program directors' perspectives on factors that pertained to the status, scope, and range of services provided by their operations. During the interview, the dimensions that were sought to understand the status of the program concerned topics such as independent vs dependent department, reporting requirements, alliances with other departments, enmeshed within the culture of campus, and relationship with leaders of institution. The elements pursued to discover the scope of the programs included topics such as types of services offered, target population, approach to services, internal and external services, marketing services, connection with

organization development. These dimensions were selected based on the literature concerning the history of EAPs.

Population

The institutions targeted in this study were the 52 higher education institutions that were members of the IAEAPE. The institutions that are members of the IAEAPE are a diverse group that varies in size, location, prestige, ranking, and public/private funding (see Table 2). The institutions also represented a range of years of operation, based on when the universities were founded. All member institutions were located within the United States. Given the exploratory nature of this research study, no predictive hypotheses are proposed regarding the relationship between each of the 6 cultures defined by the ACI and the dimensions of EAP operations to be revealed through the directors' interviews.

Table 2. IAEAPE Institutional Division

Type of Institution	Size of student body			Total
	< 10,000	10,001-25,000	> 25,000	
Private	9	4	0	13
Public	2	14	19	35
Non-academic or Hospital affiliation	4	0	0	4

The membership of the IAEAPE represents a cross-section of colleges and university that was generally representative of the variety of academic institutions in the United States. The member institutions of the IAEAPE thus provide an appropriate population to target for assessing the independent variable in this study, in seeking a representative distribution of the range of academic cultures reflected in the Academic Cultures Inventory. Since there were no population norms established for the distribution

of academic cultures assessed by the ACI in the United States, there was no expectation that all cultures will be equally represented in the sample of institutions targeted for this study. Further because the principal independent variable in this study was operationalized as the dominant organizational culture, it was possible one or more of the cultures assessed by the ACI will be present to some degree at the participating institutions, but may not emerge as dominant. The inclusion of research questions pertaining to the non-dominant organizational cultures addressed the potential influence of these ancillary cultural dynamics.

The six cultures operationalized by the ACI all have different academic focal points creating the dominant culture of the institution. Some cultures prioritized faculty research while other institutions focused on faculty collaboration between disciplines. Another dominant culture may have focused on goals whereas their counterparts center on the individual student. By selecting a wide variety of higher education institutions, this study has maximized the potential to capture the different characteristics of the six cultures in the ACI.

PHASE 1

The Academic Cultures Inventory (see Appendix B) was distributed in phase one to collect data for measuring the independent variable, dominant culture of higher education institutions.

Solicitation of Participants

The participants in phase I of this study were members of the faculty committee at every IAEAPE institution. Since the ACI measured the academic culture of higher education institutions, faculty leaders were the targeted population for the survey. The

leadership positions held by these individuals on campus affords them access to a range and depth of acculturation experiences that lends credibility to their assessment of academic culture. Cultural perspectives of organization members could vary based on their role and length of employment, but executive committee members are a suitable choice because they were elected representatives of the faculty, had exposure to institution-wide governance, and typically have been at the institution for more than 1-2 years, long enough to be enculturated. The members of the executive committee of faculty government were found on the higher education institution's public website. Accompanying the names of the members of the executive committee was typically their contact information including email address. Institutions that did not make this information available publicly was excluded from the study.

The selection of participants was purposive by utilizing criterion sampling. Purposive sampling is when "the researcher specifies the characteristics of the population of interest and then locates individuals who match the needed characteristics" (Christensen, Johnson, & Turner, 2014, p. 151). Criterion sampling was selecting participants who meet the specified criteria (Lunenburg & Irby, 2008). The participants were selected based on the institution membership to the IAEAPE. The researcher purposively pursued the individuals who have met the criteria to solicit participation in the study.

Instrumentation

The independent variable of this study was the dominant culture of the participating institutions of higher education. The independent variable was assessed using the Academic Cultures Inventory (ACI) during the first phase of data collection.

Academic Cultures Inventory. Bergquist and Pawlak (2008) developed the Academic Cultures Inventory to assess normative cultures that characterize institutions of higher education in the United States. The taxonomy underlying the inventory defined 6 distinct academic cultures. These cultures were not mutually exclusive, rather the theorists assert that one of the cultures typically attained dominance at American institutions of higher education (Bergquist & Pawlak, 2008). The inventory was designed to assess the presence of all six cultures at an academic institution, and identify the one that was dominant.

The inventory consists of twelve questions. Each question presents 6 response options, one corresponding to each of the 6 cultures operationalized by the instrument. Each question required respondents to choose between the six response options provided for finishing the question prompt, selecting the 2 statements that best describe the culture of the academic institution where they work. To score the instrument, the number of responses selected that corresponds to each academic subculture was tallied. The culture that received the largest tally represented the dominant culture of the academic institution.

The ACI was based on a multiple-choice taxonomy, not a factor analytic structure, where participants provided two responses to each question. Each response option corresponded to one of the 6 academic cultures. Traditional reliability statistics were not available for this instrument (Hicks, 1970). No tests of convergent or divergent validity have been reported. Normative data that pertain to the distribution of the six cultures assessed by the ACI have not yet been established. Descriptive statistics for the study sample will be reported.

Data Collection

The ACI was administered online using Qualtrics. Each member of the executive faculty governing body was emailed an invitation to participate in the study. The email contained a link to the Informed Consent documentation (see Appendix C). Those who consent to participate were presented with an online version of the Academic Cultures Inventory in Qualtrics. Participants were instructed to enter a code contained in the email invitation that was used to collate responses from the same IAEAPE member institution for analysis. The participants were given three weeks to complete the inventory. The first round of surveys was sent on February 20th. Responses were recorded anonymously, but the code entered permitted results to be analyzed by institution. A reminder email was sent one-week after the initial batch on February 26th. The final email was sent on March 6th for the last reminder to complete the three-week response window and thanking participants.

Data Analysis

The first step in phase one data analysis was to determine how many faculty committee members from each institution returned the survey. Results of this analysis determined which institutions met the criteria for Phase II data collection. The criterion number of surveys that must be returned for an institution to be included in Phase II is three. This minimum number has been set so the data collected from the ACI does not have such a narrow viewpoint of the institution's culture and rely on a single perspective. A minimum of three respondents from each institution has ensured a more accurate assessment of the dominant culture of the institution.

Further analysis of Phase I data did not occur until after Phase II data was

collected and analyzed, so that the results of the ACI did not bias the collection and analysis of interview data collected from the EAP directors. After phase two data was analyzed, results of the ACI data was examined. Descriptive statistics were computed to summarize the cultural profile of participating institutions and to determine the dominant culture of each.

The procedure for determining the dominant culture for each institution began with the individual scores computed for each of the six cultures. These scores were then averaged to determine which cultures received the highest scores. The following algorithm was established to determine whether an institution has a dominant culture: To be categorized as dominant culture, a minimum score of four with a difference of two or more from the next highest culture score must be obtained. If there was only a difference of one between two cultures, this culture was categorized as a hybrid. Both the dominant and hybrid cultures were noted and tracked in subsequent data analysis.

PHASE II

During this phase, semi-structured interviews were conducted with employee assistance program directors (or their designee) at participating institutions of higher education to assess programmatic dimensions pertaining to the status, scope and services provided by the EAP at their institution of higher education.

Solicitation of Participants

Participating institutions in Phase II were determined by the return rate for the ACI during Phase I. After the ACI survey responses were returned, the number of respondents per school was calculated. Only those institutions that had three or more members of the faculty governance committee return the ACI were included in the

interviews conducted during Phase II. The EAP directors at these qualifying institutions were invited to participate in a one-hour, telephone interview, or to designate an individual who could appropriately respond on their behalf.

In an interview, one of the participants volunteered to send an email to encourage other members of the IAEAPE to participate in the study. Two additional EAP directors who were not invited to participate in Phase II emailed expressing their interest in participating in this study. One of the EAP director was not on the original list of IAEAPE members. The other director was on the list, but his institution did not originally have high enough ACI return rate to be included. Phase I was repeated for these two institutions to have a high enough return rate of the ACI to be included in Phase II.

Instrumentation

The dependent variable was the EAP directors' perspectives on factors pertained to the status, scope and range of services provided by their operations to members of the institution. The dependent variable was collected through interviews during the second phase of data collection.

Interview Protocol. The interview was conducted via the phone due to the IAEAPE members' locations were spread throughout the country. The questions created for the interview was based on the literature review for this study. While reviewing the literature, themes emerged that prompted the questions for the interview protocol (see Appendix D). The interview questions were centered on the status, scope, and services provided by the employee assistance program. Some themes in the interview questions were the connection the EAP has with the campus, providing organization development services, types of services offered, and clientele population (targeted and actual). The

interview protocol was not piloted. The phone interviews were audiotaped through a device attached to a cell phone that allowed the researcher to accurately depict the data retrieved from the interviews. The hour long semi-structured interviews were scheduled based on the participants' availability. The 23 interviews were conducted over a three-month period, March 15- June 6, 2019. The objective of a semi-structure interview was to gain participants' perceptions, motivations, and beliefs on the research topic (Klein, 2017; Shaw et al., 2013). This format allowed the researcher to adapt the order of the questions based on the respondents answers while also asking probing questions to follow up on unique responses from each participant (Whitley & Kite, 2913). Open ended question format allowed participants to answer freely and honestly based on their experiences, rather than fixed answers.

Data Collection

Data was collected in Phase II of this study. The first step in the interview data collection process was to contact the directors of higher education EAPs. Phase II participants were sent a solicitation email with a link to an electronic informed consent document in Qualtrics (see Appendix E). Participants who gave consent to participate were asked to provide their preferred contact information and indicate whether they agree to have their interview audio taped. Willing interview participants were also asked to indicate their availability to facilitate setting up their interview. Each participant was asked to print a copy of the Informed Consent document outlining these parameters of the study and asking permission to audio tape the interview. All individuals who consented to participate were interviewed and their preferred recording method (audiotaped or written notes) was followed. An appointment was set to complete an hour long phone interview

in one sitting to minimize distractions and ensure availability of the participant. The open-ended questions in the interview assessed the EAP position on campus and range of services offered, using an interview protocol as developed for this study (see Appendix D). The open ended nature of the questions allowed participants to fully express their opinion and allow each person to be flexible with his/her responses. The interview questions are designed to assess the status and scope of employee assistance programming at each academic institution.

Data Analysis

Analysis of the qualitative interview data preceded analysis of the survey data. The initial stage of data analysis was transcribing the interview into written word (Whitley & Kite, 2013). All dialogue was transcribed verbatim including mentioning long pauses or if change in voice is detected. Member checking was used to ensure accuracy and completeness of the data collected. A copy of the transcribed interview was emailed to the interviewee to ask if this accurately depicts what was stated in the interview, if not what would need to be clarified. Other questions asked to the interviewee was there any important topics left out of the interview and if there was any information they would like to add. The information gathered from member checking was added to the transcriptions and to the final report.

Open and thematic coding occurred to find categories and themes within the data set from the interviews. There was one primary coder to carry out the initial analysis of data collected for study. The codes and themes extracted was reviewed by the co-investigator prior to proceeding with Phase III. Once the interviews were transcribed, open coding was the next step that allowed the researcher to see what was going on in the

data (Esterberg, 2002). Open coding occurred by marking in the margins of the transcribed interviews in conjunction with using multicolored highlighter to note key phrases. The data was deinstitutionalized through the removal of names and replaced with an assigned code that was keyed to a list of IAEAPE member institutions. After the researcher had open coded a few interviews, themes may begin to emerge. “When you begin to see the same codes over and over and don’t seem to be seeing quite as many new themes or creating many new codes, this should suggest potential themes” (Esterberg, 2002, p. 159). After all the interviews were coded and themes identified, a spreadsheet was compiled to integrate the data.

Phase III

During Phase III, the interview data was interpreted through a comparative analysis of results of the EAP interview data based on the dominant academic cultures of participating institutions identified by the ACI. The themes found in the transcribed interviews in Phase II were grouped based on the dominant academic culture of the institutions identified by scores on the ACI completed in Phase I. The data from Phase I and II was united using the specific code given to the participant when completing the ACI and the transcribed interview. The final step of data analysis was to interpret the interview data through the lens of the dominant culture of each institution to determine if the research questions have been answered. A spreadsheet was created to compare side by side the themes found in each of the dominant cultures. The spreadsheet was analyzed to determine if new themes or categories emerged within each of the dominant cultures. The cultures’ themes were compared to each of the research question to determine if the data provided support to answer the research questions.

Protection of Participants

Confidentiality of study participants and institution identities were maintained at all times during data collection, transcription, analysis and reporting of results. The identity of the organizations, participants' name and any identifying information was not associated with any part of the written or oral presentations of this research. To ensure institutional confidentiality, no institutional names or identifying information was used when transcribing the results of this study. To ensure individual confidentiality, the EAP directors' or the designees' names were not used in the analysis or reporting of results. Transcripts of interviews and field notes were coded during analysis to conceal the identity of participants. The key linking transcripts to participants have been stored separately from the data files and was destroyed after analysis was completed. Only the transcriptionist and co-investigator had access to the raw data files during analysis. Each participant in the study was provided informed consent prior to participation. Participation was entirely voluntary. The phone interviews were audio taped with the participants' permission. The audio tape was only reviewed in the transcriptionist office behind closed doors. Recordings were destroyed after they were transcribed. Only group and thematic data was reported in the final paper; however, illustrative narratives and quotes were anonymously incorporated to enhance interpretation of findings. Participants were instructed to answer each question honestly and to the best of their ability. All data was secured on a password protected computer and a backup flash drive stored in a secure, locked location. All transcripts will be destroyed after three years, as required by IRB protocols.

Summary

This chapter reiterated the intent of this study and proposed the research questions related to EAPs and dominant cultures at institution of higher education. EAP directors and members of the executive governing body at institutions of higher education that were members of the IAEAPE were solicited to participate in this study. Data was collected and analyzed in three phases: The first phase measured the independent variable, dominant culture of higher education institution, via the faculty committee at each IAEAPE institution who completed the Bergquist and Pawlak's (2008) ACI. Phase two of the study consisted of EAP directors interviews whose institution met specific criteria from phase one. Phase II measured the dependent variable, the EAP directors' perspectives in factors associated to the status, scope and range of services. During Phase III, the data from Phase II was analyzed in relation to the data from Phase I.

CHAPTER 4

Presentation and Analysis of Data

The purpose of this study is to explore the relationship between the dominant academic culture of institutions of higher education and the nature and scope of programming and services offered by employee assistance programs. The research also explored whether the dominant culture predicts which institutions combine EAP and OD services to increase the human resources footprint on campus. Lastly, the study investigated if there is a relationship between the dominant culture and the types of services offered through EAP and OD programs. Chapter 4 presents the results of the data analysis.

The data analysis was carried out in three stages. The steps taken to collect and analyze the data in each of these stages is presented in separate sections below.

Prior to analyzing the data, Phase I data had to be reviewed to determine eligibility to participate in Phase II. Each institution had to have completed three ACI to be eligible for the next phase. Of the 52 member institutions of the IAEAPE, 44 institutions were eligible to be included in Phase II based on the survey response from their institution in Phase I (see Table 3). The first step in analyzing the data began with the interviews conducted during Phase II of the study. The interview data constitutes the dependent variable in this study. The return rate of the EAP directors was 52%, 23 interviews were conducted over a three-month period (March 15- June 6, 2019) (see Table 4). The interviews were audiotaped through an external cell phone recording device. The interviewer also took handwritten notes to capture important responses to aid in asking probing questions. Each individual who completed the informed consent agreed

to be a participant and fulfilled their interview. No EAP directors officially decline to participate or failed to complete the interview. The EAP director at one institution identified a designee to be interviewed because of a conflict with scheduling. The directors who did not participate in the study did not complete the informed consent.

Table 3. Institution Division of Completed ACI

Type of Institution	Size of student body			Total
	< 10,000	10,001-25,000	> 25,000	
Private	6	4	0	10
Public	2	13	19	34

Table 4. Institution Division of Completed Interviews

Type of Institution	Size of student body			Total
	< 10,000	10,001-25,000	> 25,000	
Private	4	1	0	5
Public	0	7	11	18

In preparation for analysis, the audio tapes of interviews with EAP directors were transcribed. Each interview participant was designated a school code to ensure results were reported confidentially. The school code was the only identifier retained for each transcribed interview. All other identifying information was removed from the transcription prior to analysis. Transcription began immediately after the first interview was completed, and was ongoing while additional interviews were being conducted. Transcription continued for one week after interviews concluded, until the final interview had been transcribed. After each interview was transcribed the transcript was emailed to the participant with a request to check the transcription for accuracy. Participants were asked to indicated if they felt something needed to be clarified and to inform if something relevant occurred to them after the interview took place. One participant sent back an edited version of the transcript with corrections. After the interviews were transcribed,

the audio recordings were destroyed. All interviews were fully transcribed and member checking completed before analysis of Phase II data began.

Analysis of Interview Data

After the twenty-three EAP director's interviews were transcribed, the principal investigator began reading the interviews to identify both emergent themes and pre-defined themes derived from previously published studies (see Table 5). As themes were identified, a spreadsheet was created with columns for each of the pre-defined themes and rows for each school code. The principal investigator read through each interview using open and thematic coding to identify themes in the interviewees' words. While reading the interviews, the investigator highlighted relevant passages and marked in the margin the corresponding location(s) to input in the spreadsheet under the appropriate theme. The relevant passages were inserted into the corresponding thematic section(s) in the spreadsheet. Some data was placed into multiple sections in the spread sheet when responses fit into multiple themes.

Table 5. Pre-Defined Themes Coded in EAP Directors' Interview Transcripts

Overarching Themes	Scope	Status	Integration of services
Subthemes	EAP Services	Reporting lines	Support of mission
	OD included in EAP	EAP services internal/external	Leaders/wellbeing
	OD services	Visibility	

After coding a few of the interviews, the principal investigator began to see trends in the interviewee responses which initiated the formation of new themes that emerged through analysis of the data set. When the emerged themes were identified, a new column was created in the spreadsheet to provide a space to document the full scope of interviewees' responses. The emergent codes identified through open coding are presented in Table 6.

Table 6. Emergent Codes Identified in EAP Directors' Interview Transcripts

Detrimental to Visibility
Hospital
Wellness

Illustrating the Application of Pre-Defined Codes

The initial thematic coding scheme had been created prior to data collection based on the research questions and the literature review. These codes were the initial themes the principal investigator began to sift through the interview responses to identify. Below are portions of the interview data collected that corresponded to each pre-existing and emergent theme identified:

EAP services. "EAP services" is one category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, the EAP services theme was used to identify information that consisted of work on the micro level such as counseling model, referrals, support services, and consultations, as well as services provided on the macro level such as groups, work life, wellness, and debriefings. An example of an interview response that included both dimensions of the "EAP services" theme is:

> We provide confidential consultation, counseling, and referrals to community resources. We do critical incidents, stress debriefing, we provide educational programs on mindfulness and other work-family kind of things. And we are generally available for people to ask us pretty much anything" (School code 4, personal communication, June 4, 2019).

Organization Development (OD) included in EAP. "Organization development (OD) included in EAP" is another category in the pre-existing coding scheme that was

applied to the data set. Throughout the interviews, respondents discussed the relationship between organizational development and employee assistant programs in terms of the existence of OD on campus, location of OD on campus, and collaboration between OD and EAP. The following response illustrates the range of topics one participant discussed which was found during coding to have relevance for the thematic code "organization development (OD) included in EAP":

> "Yes, [organizational development] is a different department. They do consulting with specific managers on specific problems. They have a professional and leadership development program and then they go into departments. They pull together trainings that will help people with professional development. They have a Self-leadership theory, they brought in and online training called lynda.com. They provide Myers-Briggs type indicator, they do that assessment and then they go into the organizations and help them figure out how to use that information. They also do change management. Sometimes [employee assistance program] collaborate with them. So we do kind of more the psychological part of it and they do some of the process. And they have workshops, do strategic planning, talent management, management analysis and productivity analysis and design." (School code 23, personal communication, May 9, 2019).

Organization development (OD) services. "Organization development (OD) services" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents discussed the OD services that are provided on campus which range from online training, supervisor consultation, assessing departments to no services offered. The following response illustrates the range of topics

one participant discussed which was found during coding to have relevance for the thematic code "organization development (OD) included in EAP":

> "We have a rather large organizational development office that has been very involved in the last two or three years with the Gallup organization in doing surveys and also lots and lots of training on driving the workplace. They do executive coaching. They do lots of training for leadership. They will go into departments. So somebody comes in my office. It was pretty clear to me that what they're presenting is much more of a departmental problem. You know, I'll call the OD office and say hey, can you guys reach out. They'll go in and they'll do an [assessment]. Spend hours talking to every individual that works in the department and then try and present a set of ideas of things that people would be able to do differently to address the issues that have come up as a result of interviewing all these people" (School code 36, personal communication, March 27, 2019).

Population. "Population" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents discussed the individuals who are eligible to receive services through the employee assistance program. The following response illustrates the range of topics one participant discussed which was found during coding to have relevance for the thematic code "Population":

> "Employees, anyone in management, family members. We also see people who are, well graduate assistants are employees and they are also student. So they are eligible for any service medical, behavioral health, psychiatric provided by university health services. So, they kind of have the best of both worlds. We also

> see people that might not fit easily into an employment category. Generally, we are serving anyone who is paid by the university. But if someone is here paid through a grant from somewhere else but are in the workplace they will be covered. Honorary fellow, visiting scholars, so we kind of have a broad view of if they are here in our workplace, we are going to see them or they are going to be eligible to utilize our services. Family members and dependent family members. So if they are financially dependent they are eligible, significant others, spouse or partner, whether or not they are in the household they are eligible. And the partner coming in, the external EAP will say dependent household members. They are in your household therefore dependent on you in that way, they are covered as well" (School code 25, personal communication, April 26, 2019).

Overarching scope. "Overarching scope" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents discussed the variety of services offered through the employee assistance programs at their institution. This category was designated to include general responses which relate to the variety of services offered. Reponses varied, however, the focus was on general comments surrounding the topic concerning the services offered. The following response illustrates one participant statement which was found during coding to have relevance for the thematic code "Overarching scope": "I think most EAPs respond to other issues by default because no one else in organization is available to do so, it's quite a varied service package" (School code 14, personal communication, May 10, 2019).

Reporting lines. "Reporting lines" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents

discussed who they submitted their monthly or annual reports to, the department which they were housed, and if they liked the hierarchical branch the EAP was located. The following response illustrates which was found during coding to have relevance for the thematic code "Reporting lines": "We are looked at as a whole package as part of benefits. We try to position ourselves so we look more as a benefit and not part of HR. Benefits is a part of human resources, but I think that is how we position ourselves within the institution as a benefit. A lot of employee don't like HR, so we don't say we are part of HR to the employees" (School code 38, personal communication, March 15, 2019).

EAP services internal/external. "EAP services internal/external" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents discussed services that were handled by the employee assistance staff and the situations that require a referral into the community. Participants responses in this category primarily focused on the community referrals for situations like substance abuse, psychiatric assessments, legal and financial services, and long term counseling. The following response illustrates the range of topics one participant discussed which was found during coding to have relevance for the thematic code "EAP services internal/external":

> "The things that I'm going to really refer out for longer term [counseling] consistently are complex trauma, substance abuse that really need more intensive management, eating disorder, I don't see a lot of that in this population. Anything having to do with domestic violence, child custody, I'm not going to touch any of that. We refer people to the community. If they want letters for an emotional support animal, I don't give those. If they want documentation and support of an

> FMLA leave or workers comp I don't give any of that documentation. We would refer people for those things. I'm a clinical psychologist not a psychiatrist, so I do not prescribe. I would certainly refer out for people who I thought needed a psychiatric evaluation for possible medication." (School code 29, personal communication, June 6, 2019).

Visibility. "Visibility" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents discussed how the EAP services were marketed, staff involvement in campus events and/or invited to members on campus groups. All of these activities bring visibility to the employee assistance program at the institution. Participants responses in this category were varied and vast. Each EAP director seem to find lots of different ways to be involved, be visibility and get the word out that there is an EAP on campus. Here are some responses that fit into the visibility theme: word of mouth, orientations, membership to health, safety and emergency groups on campus, suicide prevention, health fairs, support groups, tabling events, just to name a few. An example of an interview response found during coding to have relevance for the thematic code "Visibility":

> "I'm very visible and very available. I'm very willing. I'm a servant leader. There's nothing I say no to and I mean that in the healthy way. Where this office is invited to anything, I go to everything that could possibly humanly go to. To make sure our name is out there. I would say that we're much, much more well-known than we ever were, but there's room for more. I'm a little bit hesitant lately, which has never been the case, to go on more outreach events because I simply don't have the manpower when people call" (School code 8, personal communication, April

24, 2019).

Overarching status. "Overarching status" is another category in the pre-existing coding scheme that was applied was applied to the data set. Throughout the interviews, respondents discussed how widely used their services are and where the department fit within the collegial hierarchy. This category was designated to include general responses which relate to the status of the employee assistance programs. Reponses varied, however, the focus was on general comments surrounding the topic concerning utilization rates, detriments to utilization, critical incidents, and change in EAP status or reporting lines. The following response illustrates one participant statement which was found during coding to have relevance for the thematic code "Overarching status":

> "The EAP used to be actually housed in HR. But when I first started, I heard it a lot. There was a perception that the EAP were sort of in the pocket of HR. I don't think that was true, but it was the perception. And so people were mistrustful that the EAP was going to be like revealing information to human resources. So there was a decision made, again a couple years before I was hired 15 years ago, to separate from the HR and that's how [EAP] got placed under the University Physician's office. So that it could not be seen as corrupted or whatever. The supervisor at the time worked really hard to confront and challenge that perception. And it seems to have worked. Now, we have much better utilization rates since then so that's good" (School code 13, personal communication, April 11, 2019).

Support of mission. "Support of mission" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents

discussed how the employee assistance program support the institution's mission. The following response illustrates the range of topics one participant discussed which was found during coding to have relevance for the thematic code "support of mission":

> "I think we align with the University's mission in just about every way. You know, the university is promoted as seeking excellence, contributing to the various efforts at both scholarly level but also impacting people, community. And you know all those efforts align, our philosophy again is with the kind of pressure people are under to do their research, to be productive, to excel at their job. They need support and resources in place. So that's what we're about. That's what we do." (School code 33, personal communication, May 14, 2019).

Leaders/wellbeing. "Leaders/wellbeing" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents discussed if the institutional leaders appear to place importance on employees' wellbeing and do leaders think of employees when making decisions. Participants responses vary in this category from leadership is very supportive of employees' wellbeing to very little support. The following response illustrates the range of topics one participant discussed which was found during coding to have relevance for the thematic code "leaders/wellbeing":

> "What I think get their first attention is safety. We have been here 26 years and the campus has not given us much financial support. So you can interpret that how you will. There is, I think some people might feel like there's some lip service paid to that. I think our staff council is really help in terms of bringing awareness, but I think it's an uphill battle. If you're being brutally honest, the

> high-profile researchers and faculty get a lot of attention. But I feel like there has been more effort made to give attention to staff's well-being and better working situations for staff as it is connected to productivity" (School code 23, personal communication, June 3, 2019).

Overarching: integration of services. "Overarching: integration of services" is another category in the pre-existing coding scheme that was applied to the data set. Throughout the interviews, respondents discussed how the employee assistance programs at their institution have integrated their program and services into the culture of their institution. Reponses varied, however, the focus was on comments surrounding the years of program existence, silos, woven into culture, and EAP participation on campus. The following response illustrates one participant statement which was found during coding to have relevance for the thematic code "overarching: integration of services":

> "I believe that EAP are under attack. And I think if you are integrated into every nook and cranny they will not get rid of you. And behavioral health is such a top of mind issue right now. I really am an advocate for EAP, so people just invite me to things. So, now I am on the workplace safety group for the med center. As a resource because of the workplace violence from patients and patients' family onto staff. We are a resource. It is becoming part of the policy" (School code 19, personal communication, April 5, 2019).

Illustrating the Application of Emergent Codes

The principal investigator saw trends in the interviewee responses which initiated the formation of new themes that emerged through analysis of the data set.

Detrimental to visibility. "Detrimental to visibility" is a category in the emergent coding scheme that was applied to the data set. Throughout the interviews, respondents identified reasons why the employee assistance program had poor visibility at their institution. Responses ranged from location change, name of program, internal stigma, distrust in confidentiality, and small faculty utilization just to name a few. The following response illustrates one participant statement which was found during coding to have relevance for the thematic code "detrimental to visibility" theme is:

> "I think for some people there is still a stigma for EAP or they don't think they need the help or it is a sign of weakness. They're afraid it's not confidential. A myriads of reasons. Or they feel like they don't have time. Then when they finally get here, they say "I kept meaning to come". And now, I am preparing for crisis mode, but you know. Then they're here. There have been numerous times I've had faculty here that are on the junior track. It's just between personal life and all the responsibilities and the pressure. That can certainly trigger them to come seek EAP services to get counseling referrals and help them to get support to manage all of that" (School code 26, personal communication, April 16, 2019).

Hospital. "Hospital" is a category in the emergent coding scheme that was applied to the data set. Throughout the interviews, some respondents discussed having a medical center as part of the population that the EAP serves. Responses ranged from mentioning serving the medical center side to more specific consisting of the utilization of the medical side compared to academic side. The following response illustrates one participant statement which was found during coding to have relevance for the thematic code "hospital": "The organization is huge and it's divided between west side, medical

and eat side, academic. So my presence is better understood on the West side Medical and less so on East side academic" (School code 32, personal communication, June 2, 2019).

Wellness. "Wellness" is a category in the emergent coding scheme that was applied to the data. Throughout the interviews, respondents discussed what wellness services are available to staff and faculty and who is in charge of wellness. Responses ranged from having no wellness services on campus, EAP conducts wellness services, and the level of collaboration EAP does with the department in charge of wellness. The following response illustrates one participant statement which was found during coding to have relevance for the thematic code "wellness": We have a wellness department which is under the employee occupational health and wellness. We will occasionally offer topical presentations (School code 6, personal communication, May 6, 2019).

Analysis of Academic Culture Inventory Data

Once all the interviews were analyzed the second step in data analysis was carried out, analyzing the independent variable. This second step involved analyzing the quantitative data collected using the Academic Culture Inventory (ACI) administered online through Qualtrics. The executive faculty governing body of the each of the member institutions of IAEAPE who had published email addresses had been emailed an invitation to participate in the study. Of the 3,012 ACI invitations, 534 recorded some responses to the survey, but only 467 completed the entire survey.

All 467 completed surveys responses were exported into an excel spreadsheet. To complete the survey, respondents had to pick the best two answers out of six options for each question. The answers correlated to the dominate cultures: Collegial, Managerial,

Developmental, Advocacy, Virtual, and Tangible. For each respondent, the principal investigator counted the number of times each culture was chosen and the raw scores was tabulated. After all the respondents' scores were calculated, the principal investigator organized all the responses by the school code. This grouped all the respondents from each institution together. For each institution, the scores for each culture was added up and divided by the number of respondents to calculate the average score for each culture. Results of these calculations are presented in Table 7.

Table 7. Computed Score for Each Academic Culture by School Code

School Code	Collegial	Managerial	Developmental	Advocacy	Virtual	Tangible
3	7	5	5	3	2	2
6	8	4	5	2	3	2
9	9	5	4	3	2	1
13	7	5	5	4	2	2
25	7	4	5	4	2	2
26	7	4	4	5	2	1
28	7	4	5	4	2	2
33	9	5	5	2	2	1
36	8	3	6	3	1	2
38	8	3	6	4	2	1
45	7	4	5	3	1	4
2	6	5	6	4	3	1
4	6	4	6	3	4	1
8	6	5	5	5	2	2
14	6	5	6	3	3	1
18	6	5	5	5	3	1
19	7	6	6	4	2	2
23	7	4	6	3	3	1
24	6	5	4	3	2	4
29	7	3	6	5	2	1
32	6	4	6	5	2	2
40	6	4	5	5	1	3
46	6	4	5	3	3	2

The average scores were reviewed specifically looking for the highest average

score and the difference between the highest score and second highest score. To be categorized as a dominant culture, a score must have a minimum of four and with a difference of at least 2 above the next highest score. To be categorized as a hybrid culture, the culture average scores were either tied for the highest average noted in spreadsheet as dominant and/or the difference between the secondary cultures were separated by an average score of less than two.

Based on this analysis, each school code was placed in either the dominant or hybrid culture category for subsequent data analysis (see Table 8). Results of this analysis revealed that only one culture, the collegial culture, was dominant among participating institutions. All other cultures were hybrid. Although the hybrid cultures did not reflect the same mix of non-dominant cultures, there were an insufficient number of institutions represented in each hybrid group to permit separate analysis of each. Therefore, all institutions with a hybrid culture were combined into one group for the next phase of analysis.

Analysis of Cultural Differences in EAP Services

The last step in data analysis process involved comparing the dominant culture group to the hybrid culture group with respect to the themes that emerged from the EAP directors' interviews. For this step, the coded interview data, both emergent and pre-defined themes, were sorted into two groups based on the type of culture each school was found to have using results of the ACI. The principal investigator read through the thematic data for each culture group to identify similarities and differences between the groups. When a trend was discovered, the PI would list it in a spreadsheet and count how many interview participants responded in a similar way in each of the culture groups.

The score was listed in the spreadsheet to assess how the two groups compared.

Table 8. School Codes Divided into either Collegial or Hybrid Dominant Culture

Dominant Culture: Collegial								
School Code	Coll.	Man.	Develop.	Advoc.	Virt.	Tang.	DOMINANT	SECONDARY
3	7	5	5	3	2	2	Collegial	Dev=Man
6	8	4	5	2	3	2	Collegial	Developmental
9	9	5	4	3	2	1	Collegial	Managerial
13	7	5	5	4	2	2	Collegial	Man=Dev
25	7	4	5	4	2	2	Collegial	Developmental
26	7	4	4	5	2	1	Collegial	Advocacy
28	7	4	5	4	2	2	Collegial	Developmental
33	9	5	5	2	2	1	Collegial	Man=Dev
36	8	3	6	3	1	2	Collegial	Developmental
38	8	3	6	4	2	1	Collegial	Developmental
45	7	4	5	3	1	4	Collegial	Developmental
Dominant Culture: Hybrid								
School Code	Coll.	Man.	Develop.	Advoc.	Virt.	Tang.	DOMINANT	SECONDARY
2	6	5	6	4	3	1	Coll=Dev	Man/Adv
4	6	4	6	3	4	1	Coll=Dev	Man=Virtual
8	6	5	5	5	2	2	Collegial	Adv=Man=Dev
14	6	5	6	3	3	1	Coll=Dev	Man
18	6	5	5	5	3	1	Collegial	Man=Dev=Adv
19	7	6	6	4	2	2	Collegial	Man=Dev
23	7	4	6	3	3	1	Collegial	Developmental
24	6	5	4	3	2	4	Collegial	Man/Dev
29	7	3	6	5	2	1	Collegial	Dev/Adv
32	6	4	6	5	2	2	Coll=Dev	Adv/Man
40	6	4	5	5	1	3	Collegial	Dev/Adv/Man
46	6	4	5	3	3	2	Collegial	Dev/Man

"EAP services" was a category in the pre-defined thematic code scheme that was found to be reflected differently among EAP directors' interviews in the two culture

groups (see Table 9). The respondents discussed how rigid or flexible the short term counseling model was in their employee assistance programs. In the hybrid culture, four respondents reported being flexible with the number of visits and eight reported adhering strictly to the number sessions allowed per client. In the collegial culture, nine respondents reported being flexible with the number of visits and two reported adhering strictly to the number sessions allowed per client.

Table 9. "EAP Services" Thematic Coding

EAP Services			
Hybrid	Ratio	Collegial Culture	Ratio
More likely to have no cap or be more flexible on the number of visits	4	More likely to have no cap or be more flexible on the number of visits	9
Rigid on visits	8	Rigid on visits	2

"Organization development (OD) included in EAP" is another category in the pre-defined coding scheme that reflected differences between the collegiate and hybrid culture groups (see Table 10). Throughout the interviews, respondents discussed the level of collaboration between the employee assistance program and OD. The responses ranged from OD does not exist on campus to EAP collaborates with OD. In the hybrid culture, seven respondents stated EAP collaborates with OD, and each of the following responses one EAP director agreed with the statement: some crossover with OD, EAP is OD, no OD on campus, and minimum OD/EAP overlap. In the collegial culture, two respondents stated EAP collaborates with OD, one respondent stated EAP has some crossover with OD, and zero reported EAP is OD on campus. One respondent stated there is no OD on campus and eight stated there is minimum or no OD/EAP overlap.

Table 10. “OD and EAP” Thematic Coding

OD and EAP			
Hybrid	Ratio	Collegial Culture	Ratio
EAP collaborate with OD	7	EAP collaborate with OD	2
Some crossover	1	Some crossover	1
EAP is OD	1	EAP is OD	0
No OD On campus	1	No OD On campus	1
Minimum or No OD/EAP overlap	1	Minimum or No OD/EAP overlap	8

“Organization development (OD) services” is another category in the thematic coding scheme that was examined for differences between institutions in the two cultural groups. In this instance, however, the differences observed were minimal (see Table 11). Throughout the interviews, respondents discussed the organization development services that were available at their institution. In the hybrid culture, five specifically noted online organizational training, zero charged a fee for services, and zero stated OD was a single person department. In the collegial culture, zero respondents discussed online organizational development training, three stated OD charged for services, and two identified OD as a one-person department.

Table 11. “OD Services” Thematic Coding

OD Services			
Hybrid	Ratio	Collegial Culture	Ratio
Noted specifically online OD training	5	Noted specifically online OD training	0
Fee for OD services	0	Fee for OD services	3
OD is a one person department	0	OD is a one person department	2

“Population” is another category in the thematic coding scheme that was examined for differences between institutions in the two cultural groups, though the differences observed were minimal (see Table 12). Throughout the interviews, respondents discussed the individuals who are eligible to receive services through the employee assistance program. In the hybrid culture, zero respondents mentioned seeing younger faculty

members, eleven stated the targeted population were faculty, staff, spouses, and dependents and one listed additional beneficiaries beyond the previously mentioned list. In the collegial culture, three respondents mentioned seeing younger faculty members, eight stated the targeted population were faculty, staff, spouses, and dependents and three listed additional beneficiaries beyond the previously mentioned list.

Table 12. "Population" Thematic Coding

Population			
Hybrid	Ratio	Collegial Culture	Ratio
Mentioned seeing younger faculty	0	Mentioned seeing younger faculty	3
Faculty/Staff/spouses/dependents	11	Faculty/Staff/spouses/dependents	8
additional beneficiaries	1	additional beneficiaries	3

"Overarching scope" is another category in the pre-defined coding scheme that was examined for differences between institutions in the two cultural groups, though in this instance no difference was observed (see Table 13). Throughout the interviews, respondents discussed general topics concerning the services offered at each institution. The responses were so vast and diverse, that no trend in the data was able to be found. No comparisons were analyzed between the hybrid and collegial culture in the "overarching scope" category.

Table 13. "Overarching Scope" Thematic Coding

Scope			
Hybrid	Ratio	Collegial Culture	Ratio
No Comparisons found		No Comparisons found	

"Reporting lines" is a category in the thematic coding scheme that was examined for differences between institutions in the two cultural groups. In this instance, however, the differences observed were minimal (see Table 14). Throughout the interviews, respondents discussed who they submitted their monthly or annual reports to. The trends

in the data suggested respondents reporting to human resources (HR) or a mix of other locations including administration in the medical center, student affairs, provost office, and financial administration, to name a few. In the hybrid culture, eight respondent declared their boss being in HR and four respondents listed their boss in other departments on campus.

Table 14. "Reporting Lines" Thematic Coding

Reporting Lines			
Hybrid	Ratio	Collegial Culture	Ratio
Human Resources	8	Human Resources	6
Other	4	Other	5

"EAP services internal/external" is another category in the pre-defined coding scheme that reflected differences between the collegiate and hybrid culture groups that was applied to the data set (see Table 15). Throughout the interviews, all respondents disclosed the services that were handled by the employee assistance staff and the situations that require a referral into the community. However, some respondents specifically stated the ratio of services that were offered internally versus referred to a community resource or other campus resources (external). In the hybrid culture, three respondents referred out over 50%, four referred out less than 50%, and one does not provide any form of counseling. In the collegial culture, one respondents referred out over 50%, two referred out less than 50%, and two do not provide any form of counseling.

"Visibility" is another category in the thematic coding scheme that was examined for differences between institutions in the two cultural groups. In this instance, however, in this instance no difference was observed (see Table 16). Throughout the interviews, respondents discussed how the EAP services were marketed, staff involvement in campus

events and/or invited to members on campus groups. All of these activities bring visibility to the employee assistance program at the institution. Participants responses in this category were so varied, that no trend in the data was able to be found. No comparisons were analyzed between the hybrid and collegial culture in the "visibility" category.

Table 15. "EAP Services Internal/External" Thematic Coding

EAP services internal/external			
Hybrid	Ratio	Collegial Culture	Ratio
Refer out over 50%	3	Refer out over 50%	1
Refer out under 50%	4	Refer out under 50%	2
No counseling at all	1	No counseling at all	2

Table 16. "Visibility" Thematic Coding

Visibility			
Hybrid	Ratio	Collegial Culture	Ratio
No Comparisons found		No Comparisons found	

"Overarching status" is a category in the thematic coding scheme that was examined for differences between institutions in the two cultural groups. In this instance, however, the differences observed were minimal (see Table 17).

Table 17. "Overarching Status" Thematic Coding

Overarching: Status			
Hybrid	Ratio	Collegial Culture	Ratio
Utilization rate: none reported	2	Utilization rate: none reported	5
Utilization rate: less than 5%	4	Utilization rate: less than 5%	2
Utilization rate: 5% and higher	6	Utilization rate: 5% and higher	4

Throughout the interviews, respondents discussed how widely used their services are and where the department fit within the collegial hierarchy. This category was designated to include general responses which relate to the status of the employee

assistance programs. Reponses varied on many different topics, however, the one trend revealed itself in the data, utilization rate. Utilization rate in this data set is defined as individuals using the services provided by the employee assistance program. In the hybrid culture, two respondents did not report their utilization rates, four stated the utilization rate was less than 5%, and six reported the utilization rate to be higher than 5%. In the collegial culture, five respondents did not report their utilization rates, two stated the utilization rate was less than 5%, and four reported the utilization rate to be higher than 5%.

"Support of mission" is a category in the thematic coding scheme that was examined for differences between institutions in the two cultural groups. In this instance, however, the differences observed were minimal (see Table 18). Throughout the interviews, respondents discussed how the employee assistance program support the institution's mission. Two areas emerged in the data set that the respondents focused their answer on how the EAP supported the institution's mission; wellness/health of the individuals or educational standards/productivity of workers. In the hybrid culture, six respondents focused on wellness/health of clients and four respondents focused on education standards/productivity of the workers. In the collegial culture, five respondents focused on wellness/health and six respondents focused on education standards/productivity.

Table 18. "Support of Mission" Thematic Coding

Support of mission			
Hybrid	Ratio	Collegial Culture	Ratio
Wellness/health	6	Wellness/health	5
Education/research standards/productivity	4	Education/research standards/productivity	6

"Leaders/wellbeing" is a category another category in the thematic coding scheme that reflected differences between the collegiate and hybrid culture groups (see Table 19). Throughout the interviews, respondents discussed if the institutional leaders appear to place importance on employees' wellbeing and do leaders think of employees when making decisions. In the hybrid culture, eight respondents felt supported by leaders and four did not feel supported. Five indicated leaders prioritized employees wellbeing, while five respondents stated the leaders did not prioritize employees' wellbeing. In the collegial culture, eight respondents felt supported by leaders and three did not feel supported. Eight indicated leaders prioritized employees wellbeing, while three respondents stated the leaders did not prioritize employees' wellbeing.

Table 19. "Leaders/wellbeing" Thematic Coding

Leaders/wellbeing			
Hybrid	Ratio	Collegial Culture	Ratio
EAP feels supported by leaders	8	EAP feels supported by leaders	8
not supported by leaders	4	not supported by leaders	3
Leaders prioritize wellbeing	5	Leaders prioritize wellbeing	8
don't prioritize wellbeing	5	don't prioritize wellbeing	3

"Overarching: integration of services" is a category in the pre-defined thematic code scheme that was found to be reflected differently among EAP directors' interviews in the two culture groups (see Table 20).

Table 20. "Overarching: Integration of Services" Thematic Coding

Overarching: integration of services			
Hybrid	Ratio	Collegial Culture	Ratio
Silos	2	Silos	2
EAP woven into culture	3	EAP woven into culture	1
Auxiliary	1	Auxiliary	0
More integrated in med than academic	4	More integrated in med than academic	1
Noted being used more by Medical side	4	Noted being used more by Medical side	1

Throughout the interviews, respondents discussed how the employee assistance programs at their institution have integrated their program and services into the culture of their institution. A few trends were noticed in the data set. In the hybrid culture, two respondents described the institutions as having silos, three stated the EAP was woven into the culture, and one felt like an auxiliary service. In the hybrid culture, four respondents stated the EAP is more integrated in the medical center than the academic and four stated being used more by the medical side. In the collegial culture, two respondents described the institutions as having silos, one stated the EAP was woven into the culture, and zero felt like an auxiliary service. In the collegial culture, one respondents stated the EAP is more integrated in the medical center than the academic and one stated being used more by the medical side.

"Detrimental to visibility" is a category in the emergent coding scheme that was examined for differences between institutions in the two cultural groups. However, in this instance no difference was observed (see Table 21). Throughout the interviews, respondents identified reasons why the employee assistance program had poor visibility at their institution. Participants responses in this category were so varied, that no trend in the data was able to be found. No comparisons were analyzed between the hybrid and collegial culture in the "detrimental to visibility" category.

Table 21. "Detrimental to visibility" Thematic Coding

Detrimental to Visibility			
Hybrid	Ratio	Collegial Culture	Ratio
No Comparisons found		No Comparisons found	

"Hospital" is a category emerged through thematic code scheme that was examined for differences between institutions in the two cultural groups (see Table 22).

Throughout the interviews, some respondents discussed having a medical center as part of the population that the EAP serves. In the hybrid culture, seven respondents stated having a medical center on campus while five either had no hospital or did not mention a medical center. In the collegial culture, three respondents stated having a medical center on campus while eight either had no hospital or did not mention a medical center.

Table 22 "Hospitality" Thematic Coding

Hospital			
Hybrid	Ratio	Collegial Culture	Ratio
Hospital	7	Hospital	3
No hospital or never mentioned hospital	5	No hospital or never mentioned hospital	8

"Wellness" is a category in the emergent coding scheme that reflected differences between the collegiate and hybrid culture groups (see Table 23). Throughout the interviews, respondents discussed the wellness services available to staff and faculty and the department in charge of wellness. In the hybrid culture, three stated wellness is in EAP, eight noted wellness is in a different department, and one stated there is no wellness services on campus. In the hybrid culture, seven respondents stated collaboration occurs with wellness while three stated little or no collaboration with wellness. In the collegial culture, two stated wellness is in EAP, nine noted wellness is in a different department, and zero stated there is no wellness services on campus. In the collegial culture, three respondents stated collaboration occurs with wellness while seven stated little or no collaboration with wellness.

Summary of Cultural Differences Observed

Overall, in comparing EAP services of institutions in the dominant academic culture group (collegial culture) with the hybrid culture group, differences were observed on the following dimensions: EAP services, OD included in EAP, EAP services

internal/external, leaders/wellbeing, overarching integration of services, hospital and wellness. No differences were observed between the cultural groups on other aspects of EAP services related to OD services, population, overarching scope, reporting lines, visibility, overarching status, support of mission, and detrimental to visibility.

Table 23. “Wellness” Thematic Coding

Wellness			
Hybrid	Ratio	Collegial Culture	Ratio
Wellness is in EAP	3	Wellness is in EAP	2
Different department	8	Different department	9
Collaborate with wellness department	7	Collaborate with wellness department	3
Little or no collaboration with wellness	3	Little or no collaboration with wellness	7
No wellness on campus	1	No wellness on campus	0

In this chapter, the data set was reviewed and analyzed. The data revealed fifteen thematic codes that were initial or emerged themes. Some themes found differences between the hybrid and collegial groups, some found similarities, and three found no comparisons. In the next chapter, the results of the study will be discussed and provide suggestions for future research.

CHAPTER 5

Discussion and Conclusion

In the previous chapter, the data from Bergquist & Pawlak's academic culture inventory and employee assistance program director interviews were presented and examined in three stages. This chapter will consist of an interpretation of research questions, discussion of the limitations of the study, implications of findings, and recommendations for further research.

Discussion of the Findings

Four research questions guided the conduct of this study. Results of data analysis presented in Chapter 4 are interpreted in relation to these questions in the sections that follow.

Research Question 1

Research question one asked what variations in the scope of services offered by EAPs are associated with differences in the cultural profiles of higher education institutions in the United States? Based on the data analysis comparing the collegial culture to hybrid culture, no overarching differences in the scope of EAP services were observed based on the comparative analysis of EAP director's interview transcripts. The results were so varied under this general question it was not possible to find similarities or differences among the two cultures. Other academic cultures assessed as part of this study were too underrepresented in the data collected to permit comparative analysis with the other 5 cultures defined by the Bergquist & Pawlak's (2008) taxonomy.

RQ1a: does the dominant academic culture predict variations in types of services offered by EAP? The types of services that were offered were mostly standard across all

the institutions. However, how the EAPs offered their services was different between the cultures. Institutions with a dominant collegial culture favored more flexibility in the number visits a client may seek or had no cap at all. EAP directors at nine collegial culture institutions stated they allowed flexibility, while two reported being rigid on the number of visits. The opposite was true among institutions with a hybrid culture, where the majority of respondents were more rigid on the number of visits. EAP directors at eight institutions with hybrid cultures reported being firm on the number of visit clients were permitted to receive, while four hybrid institutions were reportedly more flexible or had no cap limitation. Again, the low representation of other academic cultures assessed by the ACI among participating institutions precluded comparative analysis with the other 5 cultures defined by Bergquist & Pawlak's (2008) taxonomy.

RQ1b: does the dominant academic culture predict whether OD is included within the scope of EAP services? There was a clear distinction between institutions with collegial and hybrid cultures on how integrated organizational development was with the employee assistance program. EAP directors at seven institutions with a hybrid culture stated EAP and OD collaborate with each other, while only 1 respondent stated little to no overlap among the two departments. In institutions with a collegial culture, two EAP directors stated there was collaboration between EAP and OD, while eight noted there was minimal to no overlap between the departments. EAP directors at one institutions in each cultural group noted there was some crossover between OD and EAP, and one from each cultural group stated there was no organizational development unit on campus. One EAP director from a hybrid culture reported EAP was in charge of organizational development at their institution. No director from a collegial culture mentioned EAP

being responsible for OD. When OD services were discussed, EAP directors at five hybrid culture institutions specifically mentioned organizational development conducted online training while no director from a collegial culture mentioned online training. Two directors from institutions with a collegial culture stated OD was managed by one person and three from collegial cultures discussed OD charged a fee for services. No EAP director from a hybrid culture institution mentioned a fee or the small department size. Because the other academic cultural groups assessed by the ACI were underrepresented in the data collected, not further comparative analysis could be carried out with respect to the 5 other cultures defined by Bergquist & Pawlak's (2008) taxonomy.

RQ1c: does the dominant academic culture predict the populations served by EAP programming? The populations served showed slight differences between the two cultural groups compared in this study. The majority of EAP directors interviewed from both cultures, eight from the collegial and eleven from the hybrid, stated services were only provided to help faculty, staff, spouses, and dependents. Four EAP directors mentioned serving additional beneficiaries beyond the previously mentioned populations: one from a hybrid culture, and three from a collegial culture. Younger faculty usage of EAP services was specifically mentioned by three directors at institutions with a collegial culture, but were never mentioned by EAP directors at hybrid culture institutions. The other five cultural groups defined by Bergquist & Pawlak (2008) and assessed by the ACI were too underrepresented in the data collected to permit comparative analysis to be carried out on institutions reflecting those dominant cultures.

Research Question 2

The second research question asked what variations in the status of EAPs are

associated with differences in the cultural profiles of higher education institutions in the United States? Responses pertaining to this question varied greatly among the EAP directors interviewed at participating institutions, with many simply not providing relevant information. One common response of EAP directors when asked to discuss the status of their programs was to report utilization rates, although some of these directors, two at hybrid culture institutions and five in collegial cultures, either did not know the utilization rate or could not access the information at the time of the interview. In the hybrid culture, four EAP directors stated their utilization rate was lower than 5% and six reported a utilization rate over 5% (up to 13%). Two EAP directors interviewed in a collegial culture stated having a utilization rate lower than 5%, while four reported a utilization rate over 5% (up to 11.5%). Other cultures assessed by the ACI were too underrepresented in the data collected to permit comparative analysis of the other 5 cultures defined by Bergquist & Pawlak's (2008) taxonomy.

The following research sub questions asked more specific questions about the status of the EAP, requiring more detailed answers.

RQ2a: does the dominant academic culture predict where in the organizational structure EAP and OD services are located (i.e. reporting lines)? The reporting lines were very similar in both cultures analyzed, with the majority of employee assistance program reporting to Human Resource. Among institutions with a collegial culture, 6 reported to HR while five reported to another department, reflecting an even split. Among institutions with a hybrid culture, eight reported to HR, while four reported to another department, a slight prevalence for the former. Even though most EAP were found to report to Human Resources, most of the time the director's stated this

connection was not publicized. For the most part, EAPs did not want to be associated with HR, regardless of institutional culture, out of fear their utilization rates would drop.

RQ2b: does the dominant academic culture predict whether EAP services are outsourced or provided in house by university employees? Among institutions with collegial cultures, two EAPs did not offer any counseling services. Of the collegial culture institutions that did provide counseling services, one reported referring out over 50% of the clients, and two reported referring out less than 50% of clients. Among institutions with a hybrid culture, one EAP did not offer any counseling services, while three reported referring out over 50% of the clients, and four reported referring out less than 50% of clients. These numbers suggest little variation in outsourcing linked to the two institutional cultures analyzed. The other 5 academic cultures could not be compared because they were underrepresented in the data collected.

RQ2c: does the dominant academic culture predict the visibility afforded EAP services at institutions of higher education? Based on the data analysis comparing the collegial culture to hybrid culture, no difference was observed with respect to the visibility of these programs within their academic communities. There was so much variability in the methods EAP directors reported for EAP services visible to the campus community that the data could not be differentiated between the comparable groups. The same occurred when comparing the hybrid and collegial culture with detriments to visibility, no pattern of differentiations could be derived from the data. The other five cultures assessed by the ACI were too underrepresented in the dataset to permit comparative analysis relative to program visibility.

Research Question 3

The third research question was what variations in campus integration of EAPs are associated with differences in the cultural profiles of higher education institutions in the United States? Both hybrid and collegial culture had two EAP directors who specifically called departments on campus "silos". Some respondents felt more integrated into the campus. One EAP director at a collegial institution felt woven into the culture, as did three directors at institutions with hybrid culture. Most EAP directors felt like an integrated part of the institution, but one director at an institution with a hybrid culture felt like an auxiliary service to the campus. Some EAP directors mentioned their institutions had an academic side, as well as a medical center side for which the EAP was responsible for providing services. In the collegial culture, three EAP directors reported having a medical center. Of those one director felt the EAP was more integrated into the medical side and one noted a higher utilization rate at the medical center compared to the academy. In the hybrid culture, seven directors stated having a medical center. Of those, four directors felt the EAP was more integrated into the medical side and four noted higher utilization rate at the medical side compared to academia. These data show a noteworthy difference in the number of hospitals in institutions with a hybrid culture compared to those with a collegial culture. Plus, within institutions that had a hybrid culture with medical center 57% of directors stated being more integrated and utilized more with the medical center compared to 33% of directors in the collegial culture. The other 5 cultures assessed by the ACI were too underrepresented to be analyzed independently.

RQ3a: does the dominant academic culture predict the contributions EAP directors report their services make to institutional mission? With respect to answering this research question, it is important to note that only one of the six academic cultures assessed by the ACI, collegial culture, was represented in sufficient numbers among participating institutions to permit analysis. These institutions were compared to all the other institutions found to have a hybrid culture, rather than a single dominant culture. EAP directors interviewed at institutions with both collegial and hybrid culture reported two primary ways EAPs contribute to the institution's mission: 1) wellness and health of the individuals, or 2) educational goals and productivity of workers. The numbers reporting each of these contributions were almost equally represented among both institutional culture groups. The institutions with a collegial culture had five directors report health/wellness was primary contribution to mission, while six reported education/productivity. The breakdown for directors at institutions with hybrid cultures was six for health/wellness and four for education/productivity.

RQ3b: does the dominant academic culture predict the degree to which campus leaders are perceived by EAP directors as looking out for employee wellbeing? EAP directors interviewed at both collegial and hybrid culture institutions had eight respondents who feel supported by the institution leaders. Both cultures also had similar reports of not feeling supported by leaders: the collegial culture institutions had three, while the hybrid institutions had four. The difference arises when the EAP directors were asked to discuss if the leaders on campus take into account employees' wellbeing when making decision. Directors at institutions with a collegiate culture had eight respondents state that leaders prioritized employee wellbeing, while three EAP directors reported

leaders at their institutions do not. Among institutions with a hybrid culture, five EAP directors stated leaders prioritized employees' wellbeing, while five did not.

Research Question 4

The fourth research question asked what, if any, influence non-dominant organizational cultures represented at academic institutions have on the status, scope and integration of services provided by EAPs at institutions of higher education in the United States? Responses to the ACI produced insufficient data to permit analysis of non-dominant cultures in this study, where a non-dominant culture (as opposed to a hybrid culture) was defined as any of the six cultures operationalized by the Academic Cultures Inventory that scores at least two points below the dominant culture of an institution. The scores obtained from participating institutions reflected less distinct cultural profiles embodying elements of multiple academic cultures, as defined by Bergquist & Pawlak's (2008) taxonomy. Thus the fourth research question could not be addressed by the available data.

Overarching Research Question:

The overarching research question addressed by this study was how do the status, scope and integration of services provided by employee assistance programs vary based on the dominant academic culture of institutions of higher education in the United States? The two cultures this study compared, collegial and hybrid culture, showed some distinctions as well as some commonalities with respect to the specific research questions addressed. The distinctions documented in the findings primarily concerned services, organizational development, and wellness which relate to the scope and integration of

services. Very few distinctions were found in the status of employee assistance programs.

The scope of the employee assistance program had some interesting results connected to the services offered and the influence of organizational development. Academic institutions with a collegial culture were more likely to have either no cap or to be flexible with respect to the number of visits allowed per client. The hybrid culture was more likely to be rigid and stick to a predetermined number of visits allowed by each client. Findings also revealed a difference between the cultures with regard to organizational development. Institutions with a collegial culture favored employee assistance programs having minimal to no overlap with organizational development departments, while the majority of institutions with a hybrid culture stated EAP collaborates with OD at their institution. The organization development services also had a notable difference between the two cultures. In the collegial culture, some EAP directors noted OD charged for services and a few stated OD was a one-person department, while directors in the hybrid culture did not mention either of those factors. In the hybrid culture, but not the collegial culture, there was a focus on online OD training as a specific service offered at their institution. These were the significant findings related to the scope of EAP vary based on the influence of the collegial or hybrid culture.

With respect to the integration of the EAP services, a number of distinctions were also found when comparing collegial and hybrid cultures. The majority of EAP directors working in both academic cultures felt supported by the leaders at their institutions. However, 73% of those serving a collegial culture felt the leaders also prioritized

employees' wellbeing compared to just 42% of those serving in a hybrid culture. There were also notable differences between the cultures when comparing the integration of services at a medical center versus an academic institution. More institutions in the hybrid culture were affiliated with a medical center, and of those institutions, 57% stated the medical center was more integrated and utilized the EAP services more than the academic side. Among institutions with a collegial culture, only 33% stated the medical center was more integrated and utilized the EAP services more than the academic side. With regard to wellness, the EAPs in a collegial culture collaborated less with the wellness department (27%) compared to the hybrid culture (58%). These were the primary distinctions noted between institutions with a collegial versus a hybrid culture relating to the integration of services offered by EAPs.

Among the few distinctions found relating to the status of the employee assistance program, EAP directors noted differences relating to two factors: external resources and utilization rates, within the two cultures. At institutions with a collegial culture, only one EAP director noted they refer over half of their EAP clients to an external resource while 25% of directors at hybrid culture institutions refer over half of their clients. Similarly, directors at 36% of institutions with a collegial culture reported having a utilization rate of 5% or higher, while at hybrid culture institutions, half reported a utilization rate of 5% or higher. These were the only notable distinctions between collegial and hybrid cultures found with respect to the status of EAP at these respective types of institutions.

Limitations

The study has the following limitations: First, analysis of data collected using the ACI was sufficient to analyze only one of the dominant academic cultures defined by

Bergquist & Pawlak's (2008) taxonomy of academic cultures. All other academic cultures were too underrepresented among responding institutions to permit inclusion in the analysis of results. Similarly, the ACI data were insufficient to document distinct non-dominant cultures for purposes of assessing research question 4. In addition, the interview data reflected only the perspectives of EAP directors (or their designee), which may differ from that of other leaders on participating campuses, and the culture data reflected only the perspectives of executive members of the faculty governing body. In each case, these perspectives may differ from those of other individuals at the institutions studied. Moreover, the ACI data reflected the subjective perspectives of the participants, not a direct assessment of organizational culture or those served by the EAPs on participating campuses. Finally, it is worth noting the objections raised by a number of participants, and those invited to participate who choose not to, about the perceived limitations of ACI instrument. Objections were raised by a number of individuals who started but did not finish completing the ACI, who felt the questions in the instrument did not adequately capture the nuances of their unique academic culture. This is a known limitation of normative approaches to assessing academic culture (Latta, 2009) that should be taken into account in interpreting study result.

Contributions and Implications

This study provides insight into employee assistance programs and organizational development at academic institutions in the United States, and how these programs may be influenced by the institutions' dominant culture. Some of the 23 interview participants noted they were motivated to participate in this study because if provided an opportunity to contribute to research in their field. The majority of respondents were happy to bring

awareness to the employee assistance field because of a perceived lack of research in recent years. “I am happy to do this because we do need more research in terms of EAPs” (School code 26, personal communication, April 16, 2019). “I appreciate you using [EAPs] as a topic. I think any light that we can shed on what we do and have us be a topic of research, we generally are all in favor of that” (School code 36, personal communication, March 27, 2019). “I am glad someone is giving us [EAPs] press” (School code 6, personal communication, May 6, 2019). “Thank you for contributing to the knowledge, to the transfer of information to help the field” (School code 8, personal communication, April 24, 2019).

The findings in this study has some practical implications for the status, scope and integration of EAP programs and OD services on campus across the country. The collegial culture which cultivates a research driven institution also creates silos for services to serve those employees at the institutions. With respect to scope and integration, the EAPs in the collegial culture had minimum to no overlap with organizational development and wellness at their institution compared to the hybrid culture. This finding raises about whether greater collaboration between these services at institutions with a collegial culture could potentially have a positive impact by increasing the footprint of services offered to employees to improve their personal wellbeing and health. It also raises questions about whether the silos that are formed in the collegial culture creates barriers to such collaboration. Further research is needed to determine whether the collegial culture could benefit from increased collaboration between EAP, OD and wellness services to meet the needs of target populations. As one EAP director noted, “I think that there is plenty of territory for conflict and territorialism because of the

work we do. So, it comes back to everybody developing collegial relationships and not feeling threatened and all of us being here for the same [reason], to help the employees function and be happy" (School code 24, personal communication, March 18, 2019).

With respect to status, the collegial culture was found to have a lower utilization rate compared to the hybrid culture. Given that the collegial culture is a haven for creating independence and focus on research, this suggests a potential impact of academic culture on the status of EAP services. EAPs in collegial cultures may find it difficult to counteract this mindset to increase the utilization rate of employees on their campus. How to do so is the challenging part.

Recommendations for Further Study

Employee assistance programs are an integral part of higher education institution's culture because the services provided can improve employees' health, wellbeing, and mindset, which in turn have a positive impact in job role and influence the culture. Therefore, any research focused on employee assistance programs could potentially benefit the overall status, scope and integration of these services on campuses across the country. More empirical research is needed to create transferable working knowledge, so this field can continue to grow and help more employees.

Specific recommendations for future research include conducting a study with a larger sample size to increase the probability of having more dominant cultures represented among the data. The opportunity to have more dominant cultures in the data analysis would allow for more insights into how employee assistance programs are influenced by the different cultures.

A second area of focus would be conducting a study with a different way of assessing the academic culture. The feedback from the ACI had some valuable insight into the design of the survey. Some of the critiques were not appreciative of the closed ended survey, forced responses, and preferred to give their own individual perspective compared to generalizing to what most feel about the culture. Using a different culture assessment tool would be a beneficial area of study for EAP on campuses of higher education institutions.

Another approach to future research would be to conduct a study using grounded theory or ethnography. A grounded theory study could be utilized to construct a new cultural model after data was collected and analyzed from higher education institution measuring the institutions' culture. This information could be compared to ACI and other culture surveys to determine the viability of the theory. The positive to using the grounded theory approach is the possibility of creating an instrument with more face validity for assessing academic culture. The downside to using grounded theory of this magnitude is the vast number of institutional types in higher education would become difficult to manage. Conducting a series of individual ethnographic studies is another approach that may be helpful to future research. The series of ethnography studies would give the researcher a more in-depth perception of an institutions' culture to compare and contrasts with other institutions. This could potentially produce a more precise assessment of the culture, but this approach would involve a too few participating institutions to permit population comparisons and would be time intensive.

A third area of focus would be researching the differences in employee assistance programs integration into the academic community compared to the EAPs which cover

the medical center side.

Another area of study, is the professionalization of the field of employee assistance personnel. The field began with professionals who specialized in treating alcoholism which eventually evolved to a broad brush model that incorporates all mental health categories. In the late 1980's and early 1990's, an employee assistance professional certificate emerged to qualify people to work as a qualified EA professional (Davidson & Herlihy, 1999). Now, some EAP directors seem to think that employee assistance personnel should have their doctorate. One directors who was interviewed for this study mentioned that because faculty members are a difficult group to engage, some in the field think this may be because those who have earned their doctorate only want to be helped by a doctor: "I think the EAP world is shifting. I would not hire someone who is not a psychologist given what I know that is relevant to the work. If nothing else, you need to be able to introduce yourself as I'm Dr., hello professors." (School code 29, personal communication, June 6, 2019). Another director interviewed noted becoming an associate professor on campus had established a different type of relationship with the faculty that helped with reaching a lower utilized population, faculty members. "I think it is also reinforced the value of the program because it enabled me to establish collegial and peer relationships with key stakeholders in the medical school on that side of our organization. Which historically was somewhat removed from the core EAP utilization" (School code 14, personal communication, May 10, 2019). Hughes (2007) strongly encourages EAP staff working in academia to pursue faculty appointments because it helps strengthen skills, build collegial relationships, and displays to the institution that the staff are familiar with the academic culture. A study focusing on how the level of

education among EAP staff members, and whether employee assistance personnel teach classes, impact the utilization rates of faculty members could be a valuable contribution to research on EAPs.

Conclusion

This study sheds light on a topic that has not received much previous attention from the research community. Even though the data were somewhat limited with respect to the range of academic cultures analyzed, the study produced findings that shed light on the current status, scope and integration of EAPs and OD in higher education institutions in the United States. The primary insights contributed relate to the potential impact of the collegial culture on EAPs and OD at academic institutions. Further research is needed to extend this line of research to academic institutions that embody different cultural profiles, using alternative methodologies.

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APPENDIX A

Institutional IAEAPE Membership List

American University

Arizona State University

Binghamton University

Boston University

Cleveland Clinic

Cornell University

Duke University

Emory University

Florida International University

Florida State University

Georgetown University

Georgia State University

Louisiana State University Health Sciences Center

Michigan State University

Mount Sinai Medical Center

New Mexico State University

Northern Arizona University

Northern Illinois University

Stanford University

Stony Brook University

The Ohio State University

The University of Alabama at Birmingham

The University of Arizona

The University of Iowa

The University of Texas at Austin

The University of Virginia

The University of Wisconsin, Madison

University at Albany

University at Buffalo

University of California, Davis

University of California, Davis Health System

University of California, Santa Barbara

University of Connecticut

University of Florida

University of Illinois at Chicago

University of Illinois at Urbana-Champaign (UIUC)

University of Kentucky

University of Maryland, Baltimore

University of Maryland, College Park

University of Miami

University of Michigan

University of Nebraska, Lincoln

University of New Mexico

University of Rochester

University of Southern California

University of Texas Health Sciences Center Houston

University of Texas, MD Anderson Cancer Center

University of Vermont

University of Vermont Medical Center

Vanderbilt University

Vidant Health EAP

Wake Forest University Baptist Medical Center

APPENDIX B

Phase 1: Survey

Your designated school code: _____

Phase 1: Survey- Pick two items for each statement

1. Most people in this institution think that this institution exists

   a. To generate, interpret, and disseminate knowledge.

   b. To serve and represent the history and values of underserved populations in our society.

   c. To honor historical roots and fundamental values in the community and society.

   d. To encourage the potential of all if its employees and students.

   e. To inculcate specific knowledge, skills, and attitude in students.

   f. To link its educational resources to emerging technologies and global information bases.

2. Most people in this institution think that this institution exists

   a. To contribute to the inter-institutional and global learning network.

   b. To prepare students for successful careers and responsible citizenship.

   c. As a vehicle for the application of any field of research to the betterment of any of the institution's participants.

   d. To create meaning and personal identification through the campus and institutional traditions.

   e. To enhance its diversity and its members' fundamental rights.

   f. To develop knowledge that is supported by faculty-based planning and governance.

3. Most people in this institution believe that

   a. Performance at all levels can be measured in an accurate and fair manner.

   b. It is myopic to view only this institution's perspective when the world is expanding exponentially.

c. A reasonable institution will give them the academic latitude to achieve their aims.

d. The disadvantaged should be given additional and appropriate educational support.

e. The hard work and dedication of its employees can make the chaos in our world orderly.

f. Knowledge should be shared and used by everyone in the institution.

4. Most people in this institution believe that

a. Knowledge should be shared and used by everyone in the institution.

b. Meaning resides within the institution's traditions being enacted, and in the work performed toward its mission.

c. The whole world should be the "campus" for this institution.

d. Institutional size and productivity are primary measures of success in this institution

e. For future societal leadership, students need to develop specific values and qualities of character.

f. Everyone has an equal right to achieve their life goals through a post-secondary education.

5. Most people in this institution believe that

a. Open access to all eligible students results in equitable services and diversity of perspectives.

b. All faculty have the right to study whatever they need to in order to expand knowledge in their area of expertise.

c. Institutional access allows able students to achieve career-advancing credentials

d. Reality is co-constructed and varies from individual to individual, so alternative perspectives must be appreciated.

e Collaboration between disciplines will consolidate knowledge and increase the benefits to the people the institution serves.

f. All members of this institution are best served on a personal and face-to-face basis.

6. Most people in this institution value

a. The identification and appreciation of its distinct traditions and founding principles.

b. Systematic institutional research and student-oriented curricular planning.

c. Fair bargaining between management and employees in this institution.

d. The development and dissemination of knowledge in their specific discipline.

e. Its involvement with global networks of knowledge creation in spite of the challenge of our complex, chaotic world.

f. Accountability to this institution's formal authority through standards, supervision, and outcomes.

7. Most people in this institution tend to trust in

a. The capacity of this institution's leaders to define and measure its goals clearly and objectively.

b. The development of procedures to support the equitable distribution of resources and benefits to people in this institution.

c. The ability of their leaders to make sense of the fragmentation and ambiguity that exists in our world.

d. The ability of traditional systems and educational methods to install this institution's distinct values and perspectives.

e. The dominance of rationality in the institution.

f. The inherent desire of everyone in this institution to further their own learning and the learning of others.

8. Most people in this institution value

a. Personal openness and service to others.

b. Faculty research and scholarship.

c. The predictability of value-based, face-to-face education offered in this institution.

d. Financial responsibility.

e. Constructive confrontation among constituencies of this institution with interest that are inherently in opposition.

f. An openness to the recruitment of teachers and learners who work both inside and outside this institution.

9. Most people in this institution find meaning primarily in

a. The institution's unique history and mission.

b. The expansion of the knowledge generation and dissemination capacity of all employees of this institution.

c. The honoring of cultural, social, and economic diversity in this institution.

d. The academic disciplines represented by the faculty in this institution.

e. The creation of programs and activities that further the growth of all members of this collegiate community.

f. The organization, implementation, and evaluation of work that is directed toward specified institutional goals and purposes.

10. Most people in this institution are particularly interested in

a. Ways they can keep up with the latest technological innovations as they access resources outside this institution.

b. Meaningful, trustworthy relationships with fellow workers- being a site of character and continuity.

c. Autonomy- being able to work in this institution without extensive outside interference.

d. Collaboration- working together with other people in this institution.

e. The accessibility of this institution to all motivated citizens - being able to serve many learners.

f. The preservation of individual rights for all members of this institution - being a site of justice and mutual respect.

11. Most people in this institution do not want

a. This to become a second-rate institution

b. Administrative anarchy or ineffectiveness in this institution.

c. Stagnation of ideas in this institution.

d. Arbitrary authority to reign supreme.

e. To restrict what it means to be a part of this institution.

f. This institution to become a site of indifference or alienation.

12. People in this institution most fear

a. Being controlled by the administration of this institution.

b. The inability or unwillingness of its leaders to enact strategies for institutional improvement that are proven elsewhere.

c. A lack of clear lines of authority and control inside this institution.

d. Being cut off from contact people outside this institution.

e. Being cut off from contact with other people inside this institution.

f. That its leaders will lack knowledge about the disciplines in the institution, and that they will fail to support them.

APPENDIX C

INFORMED CONSENT FORM

My name is Kelly M. Kinross. I am sending this message to invite you to participate in a research study being conducted under the supervision of Dr. Gail F. Latta, Ph.D., Associate Professor and Director of the Leadership Studies Doctoral Program at Xavier University. We are conducting this study to learn more about employee assistance programs at higher education institutions.

You are being invited to participate in this study because you are a faculty leader at a member institution of the International Association of Employee Assistance Professionals in Education (IAEAPE). Your participation in this study is entirely voluntary. Your responses, as well as your decision to participate, will be completely anonymous: the identity of individuals who choose to respond to the survey will not be known even to the researchers.

If you choose to participate, you will be asked to answer questions on a very brief survey. The survey consists of 12 multiple choice questions, and the entire survey should take no more than 5-10minutes to complete. No demographic data will be collected, however to aid in data analysis, you will be asked to enter an institutional code that will permit responses obtained from similar institutions to be combined for analysis.

There are no known risks to participating in this study. Your responses will be entirely anonymous, meaning the researchers will not be able to connect your responses to your identity. Researchers will not even know whether you decided to respond to the survey or declined to participate in this study. Responses will be combined during analysis and reported anonymously. Data will be stored in a secure location and will be destroyed once it has been fully analyzed.

There are no direct benefits to you for participating, other than the satisfaction of contributing to the advancement of knowledge. Results of the study may help add quality data to research on EAPs in higher education institutions. Your participation is entirely voluntary and non-participation will have no effect on your future relationship with the university conducting this research or your employer. Additionally, you are free to withdraw from the study at any time without penalty.

If you choose to participate, please signify your consent by checking the box below before clicking to advance to the next screen. You may print this informed consent form, prior to advancing to the next screen, if you would like a copy for your records. If you have any questions at any time during the study, you may contact me, Kelly M. Kinross, at klenkk@xavier.edu or my dissertation advisor, Dr. Gail F. Latta at lattag@xavier.edu, (513) 745-2986.. Questions about your rights as a research subject should be directed to Xavier University's Institutional Review Board at (513) 745-2870.

By checking the agreement box below, you are giving your consent for your data to be used in this research study.

□ I agree to participate in this research study and consent to my data being used as part of the research.
Please make note of the following Institutional Code before advancing to the next screen: _____

APPENDIX D

Interview Protocol

- What services do you offer?
    - Short-term assessment, counseling, referrals, workshops, conflict resolution
    - How are services marketed to members of the campus community?

- What type of concerns do your clients have?
    - Anger management, Addiction, Anxiety/Depression, Work Conflict, Family conflict, Grief/loss, Career Dissatisfaction, Stress
    - What are the top reasons why people go to you?
- What is your target population?
    - What percentage of your clients are staff?
    - What percentage of your clients are faculty?
    - Men to women ratio?
    - If there is a wide difference in the groups, what is the reason for the gap?
        - Tenure?
        - Autonomy?
        - Lack of supervision?
- What services do you handle internally?
- Do you have external partnerships?
    - What services do you refer to external resources?
- What percentage of the population utilizes your services?

  - Internally? Externally?
- In what building is your department physically located?
- Is there an Organization Development department on campus?
  - If so, does OD and EAP combine services? Which services?
    - Ex. Leadership? Teambuilding? Conflict resolution? Improving communication?
- Does your EAP do Organization Development?
  - Do you conduct large groups? Small groups?
  - What type of feedback do you receive from these groups?
- What organization development programs have you been involved in?
  - Would you rate any of the programs as successful?
- How well known is the EAP and its services on campus?
- What opportunities do EAP staff have to work with other administrative units on campus? Describe what those opportunities are like.
- What opportunities does EAP have to work with other departments on campus? Describe what those opportunities are like.
  - Do you feel a supportive alliance with other departments?
  - Does this alliance influence people to utilize your services?
- What is the relationship EAP has with campus leadership?
  - What priority do campus leaders place on employee wellbeing?
  - To what extent do decisions by campus leaders take into account the impact on employees?
- Do you think of the EAP as an integral part of the campus community?

    - What contributions does the EAP make to the university's mission?

- Who do you report to on campus?
    - Academic Affairs/Provost
    - HR/Auxiliary Services
    - President/Central Administration
    - Other?
- How are the EAP services evaluated?
- To whom to you submit your annual report?

APPENDIX E

INFORMED CONSENT FORM FOR INTERVIEW

Dear participant,

My name is Kelly M. Kinross and I am inviting you to voluntarily participate in a research project being conducted under the supervision of Dr. Gail F. Latta, Associate Professor and Director of the Leadership Studies Doctoral Program at Xavier University. Please read this document outlining your rights as a research participant before consenting to participate.

Criteria for Participating: You are being invited to participate in this interview because you are the director of the employee assistance program (EAP) at a member institution of the International Association of Employee Assistance Professionals in Education (IAEAPE). Your position as EAP director in your organization affords you a perspective relevant to the topic of the study.

Purpose: The purpose of this study is to obtain information about the scope, status and integration of EAP services provided at institutions of higher education in the United States. There are no right or wrong answers, we are only interested in capturing the range of services provided at participating institutions.

Procedures: Your participation in this study is entirely voluntary. If you choose to participate, you will be asked to take part in a one-on-one telephone interview with the principal investigator at a time convenient for you. The interview will last approximately 45-60 minutes. With your permission, these interviews will be audiotaped to insure accuracy in capturing responses. As a participant, you will not be required to answer any questions you do not wish to respond to and you may simply pass on questions you prefer not to answer. You may withdraw from participation at any time during the interview. No explanation is required to end the interview and a terminated interview will result in all information you provided being destroyed and omitted from the final analysis.

Confidentiality: The confidentiality of any information you provide during your interview will be strictly maintained by the researchers during data analysis and in reporting aggregate results of the study. The following procedures will be used to ensure your personal information is kept confidential in this study:

- Confidentiality of interviewees will be maintained at all times during data collection, transcription, analysis and reporting of results.
- The anonymity of participating institutions will be maintained at all times during data analysis and in reporting results. Only aggregate results will be presented with no individual or institutional identifiers.
- Neither your decision to participate, nor anything you say will be shared with your employer or anyone other than the co-investigator.
- Taped recordings of interviews will be destroyed as soon as they have been accurately transcribed.
- Transcripts of interviews and field notes will be coded during analysis to conceal the identity of participants.

- Only co-investigators will have access to the raw data files during analysis.
- The final product will be a written report of the findings of the study.
- Group and thematic data only will be reported in the final paper; however, illustrative narratives and quotes may be anonymously incorporated to enhance interpretation of findings.
- The identity of your organization, your name and any identifying information will not be associated with any part of the written or oral presentations of this research.
- Copies of consent forms and all data collected, including field notes and interview transcripts will be retained by the co-investigators in secure locations for three (3) years and then destroyed.
- Consent forms will be stored separately from recordings and transcripts to ensure confidentiality.
- The results of this research will be reported in the form of a doctoral dissertation to be read by committee members and may form the basis for publication or presentation in scholarly manuscripts reporting anonymous findings.

Risks/Benefits: There are no direct benefits or known risks in participating in this study. You may find the opportunity to discuss with the interviewer the status, scope and integration of EAP services at your institution to be enjoyable and personally beneficial. Additionally, you will be offered the opportunity to obtain a copy of the final research report when it comes available.

Participant Rights:

- Your participation for this study are both voluntary. Refusal to participate in this study will have no effect on you or the district.
- No one in your district will know of your decision to participate or decline to participate in this study.
- You and the district have the right to change your mind and leave the study at any time without giving any reason and without penalty.
- You will be given a copy of this consent form to keep.

Questions about the Study: If you have any questions at any time during the study, you may contact the co-investigators: Kelly M. Kinross at klenkk@xavier.edu or (513) 309-6298. or Dr. Gail Latta at lattag@xavier.edu or (513) 745-2986. Questions about your rights as a research subject should be directed to Xavier University's Institutional Review Board at (513) 745-2870.

I have been given information about this research study and its risks and benefits and have had the opportunity to ask questions and to have my questions answered to my satisfaction. I freely give my consent to participate in this research project.

_____ I consent to participate in this research study

_____ I consent to audio recording of my interview.

_____ I do not consent to audio recording of my interview.

THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY XAVIER UNIVERSITY'S INSTITUTIONAL REVIEW BOARD.