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## STRATEGIES UNDER STRESS: HOW SENIOR STUDENT AFFAIRS OFFICERS ARE MANAGING IN THE MIDST OF INSTITUTIONAL RETRENCHMENT

Christopher Thuringer  
*University of Kentucky*, [chris.thuringer@uky.edu](mailto:chris.thuringer@uky.edu)

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Christopher Thuringer, Student

Dr. Neal Hutchens, Major Professor

Dr. Jeffrey Bieber, Director of Graduate Studies

STRATEGIES UNDER STRESS: HOW SENIOR STUDENT AFFAIRS OFFICERS ARE MANAGING  
IN THE MIDST OF INSTITUTIONAL RETRENCHMENT

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DISSERTATION

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A dissertation submitted in partial fulfillment of the  
requirements for the degree of Doctor of Philosophy in the  
College of Education  
at the University of Kentucky

By  
Christopher P. Thuringer

Lexington, Kentucky

Director: Dr. Neal Hutchens, Assistant Professor of Education

Lexington, KY

2013

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## ABSTRACT OF DISSERTATION

### STRATEGIES UNDER STRESS: HOW SENIOR STUDENT AFFAIRS OFFICERS ARE MANAGING IN THE MIDST OF INSTITUTIONAL RETRENCHMENT

Higher education had been one of the highest funding priorities in most states, however, in recent years, governors and state legislators have focused their efforts in higher education on cutting budgets to deal with historic gaps in revenue. As a result, university administrators have been challenged to modify their institutions' academic programs, administrative units, and student affairs operations to contain costs and increase revenue. This study examined the extent of financial challenges faced in student affairs divisions at four-year, state-supported institutions during the period between 2008 and 2012 and the strategies utilized by senior student affairs officers to manage them. A researcher-developed online survey instrument was used to collect data from senior student affairs officers at four-year, public institutions of higher education which were members of Student Affairs Administrators in Higher Education (NASPA).

The questionnaire was designed to gather information regarding the impact of institutional financial constraints on student affairs units and the resulting student service area changes, funding shifts, and leadership engagement and knowledge in budgeting. Descriptive statistics and a thematic analysis were used to examine the data which showed that, while student affairs units had experienced decreases in institutional support during the timeframe investigated, university financial constraints did not have a significant impact on eliminating or creating student affairs services. The student affairs services most often reduced were career development, college or student unions, and dean of students. Findings also indicated counseling and psychological services, recreation and fitness programs, residence life and housing, and disability support services were most frequently increased. The most frequent shift in student affairs funding to mitigate fiscal stress was through internal reallocation followed by establishing or increasing a mandatory or user fee. Counseling and psychological services, health services, college or student unions, and recreation and fitness programs were services most frequently identified as experiencing a funding change. The results encourage senior student affairs officers to find a balance of new

funding opportunities while also being effective and efficient with reductions to programs and services.

KEYWORDS: Student Affairs, Senior Student Affairs Officer, Leadership, Budgeting, Strategies

Christopher P. Thuringer  
Student's Signature

April 17, 2013  
Date

STRATEGIES UNDER STRESS: HOW SENIOR STUDENT AFFAIRS OFFICERS ARE MANAGING  
IN THE MIDST OF INSTITUTIONAL RETRENCHMENT

By

Christopher P. Thuringer

Dr. Neal Hutchens  
Director of Dissertation

Dr. Jeffrey Bieber  
Director of Graduate Studies

April 17, 2013  
Date

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## CHAPTER 1

### Introduction

“The national financial crisis that began in 2008 has forced many American colleges and universities to reduce or restructure budgets, and some economic analysts are projecting continuing difficulties for higher education....Campuses across the country have turned to many strategies to meet the financial challenges” (Varlotta & Jones, 2010, p. 1). No more evident are those financial pressures felt in higher education than in non-instructional areas, which often must absorb the largest portion of any cuts. Leaders of those non-instructional areas, such as student affairs professionals, are called on to make deliberate and strategic financial decisions in the face of fiscal stress. The focus of this study was to determine the fiscal impact and decision-making strategies utilized by senior student affairs officers at four-year, public institutions between 2008 – 2012 to manage university financial constraints, defined as reductions in budget, personnel, revenue, services, and/or enrollment causing the institution difficulty in covering operating expenses.

Traditionally, higher education has been one of the highest funding priorities in most states, and the level of funding has been substantial (National Association of State Budget Officers, 2011; St. John & Parsons, 2004; Thelin, 2004b). However, for many years, governors and state legislators have focused their efforts in higher education on cutting budgets to deal with historic gaps in revenue due to competing state budget demands, state tax limitations, and growing state structural deficits between revenues and expenses (National Association of State Budget Officers, 2011; Tandberg, 2010;

Zumeta, 2004, 2006, 2008, 2010, 2011). Kane and Orszag (2003) found that tuition increases have only partially covered these declines in funding and have hurt public institutions' ability to stay competitive with private institutions. They went on to say, "Educational spending per full-time equivalent (FTE) student has declined at public institutions relative to private institutions, from about 70 percent in 1977 to about 58 percent in 1996" (Orszag, 2003, p.2). In addition, state appropriations per FTE student declined by 10% in 2011-12, leaving this source of funding 25% below its level of just five years earlier, after adjusting for inflation (The College Board, 2012). Many large, public research universities, such as the University of Michigan and the University of Virginia, now receive less than a quarter of their total revenues from direct state appropriations, causing them to be increasingly dependent on other sources of revenue such as tuition and grants and entrepreneurial activities (Sandeem & Barr, 2006). The reduction in state support, along with growing investments from the private sector and a greater burden on the student, has reflected the growing perception by policymakers and the general public that higher education is largely a private benefit, rather than a public good (Zusman, 2005).

More recently, fiscal year 2010 represented the most difficult budget year for states since the Great Depression and reduced revenues and increased demand for services forced states to close nearly \$300 billion in budget gaps between FY 2009 and FY 2012 (Zumeta, 2011). Emergency federal funds provided by the 2009 American Recovery and Reinvestment Act (ARRA) mitigated the impact of deep state revenue declines for services such as higher education; however, even after accounting for

federal stimulus money, 43 states reduced higher education appropriations between FY 2008 and FY 2010 with eight of those states cutting appropriations by more than 10% (Palmer, 2010).

According to Sandeen & Barr (2006), effective student affairs leaders need to recognize the changing fiscal environment in higher education and become expert fiscal managers, articulate advocates for their programs, creative resource procurers, and knowledgeable contributors to their institution's overall budget process. Financial constraints have resulted in a reorganization and redirection of student affairs divisions in addition to a movement towards strategies for generating new revenue that will serve to sustain the services and support the university's overall mission.

### **Problem Statement**

The primary purpose of this study was to determine (1) the extent of financial challenges faced in student affairs divisions at four-year, state-supported institutions during the period of 2008 - 2012 and (2) the strategies utilized by senior student affairs officers to manage them. Much has been written on the financial situation of higher education as a whole, but few studies have been conducted on the financial situation within the context of student affairs.

### **Research Questions**

To address this problem, the following research questions were formulated:

1. What functional areas are represented under the senior student affairs officer of institutions surveyed?

2. Did institutional financial support decrease to student affairs between 2008 - 2012?
3. To what extent was fiscal stress experienced between 2008 - 2012 in the student affairs divisions surveyed?
4. What changes in student affairs programs or services are attributable to fiscal stress?
5. What strategies did the senior student affairs officer utilize to respond to decreasing financial support?
6. To what extent was the senior student affairs officer knowledgeable of and involved in institutional budgeting?

### **Significance of the Study**

There is a “new normal” for student affairs divisions and their leaders as it relates to the stress and strategies required to manage the current financial environment in higher education. Romano, Hanish, Phillips, and Waggoner (2010) provide the most timely and relevant research on the topic; however the study conducted is limited in responses and does not provide the depth desired in this research. A review of the relevant research shows that few studies have been specifically conducted on the impact of financial constraints on student affairs divisions and the ones that do exist were conducted in a different financial climate for higher education (Chang, 1979; Rames, 1997). Furthermore, there has been limited research on the effects of fiscal stress on student affairs in general, including areas such as functional units, budget strategies, and general operating procedures. Past research has



all pointed to a need for more research on the effects of fiscal stress on student affairs divisions.

The impact of student affairs on student success has been well documented (Chickering, 1969; Kuh, 1991; Pascarella & Terenzini, 1991; Tinto, 1975, 1993, 2006) and the common thread through all past studies is the importance of meaningful student involvement opportunities within the campus environment. The programs and services created and supported by student affairs, in conjunction with the traditional academic systems of the institution, play a critical role in student persistence and retention, however the resulting “arms race” for attracting students has also had an impact on student affairs (Kirp, 2003). This “tradition of college consumerism,” dating back to the 17<sup>th</sup> century, has resulted in schools competing with their peers by building new facilities such as recreation centers and residence halls (Thelin, 2013). For colleges with modest endowments, the consequences can be disastrous when the debt service comes due and student affairs units are frequently in the middle of these issues given the student services and campus amenities they routinely support. Kirp (2003) goes on to say that a variety of forces are remaking the university into what has been called the site of “academic capitalism,” the “entrepreneurial university,” and the “enterprise university.” These forces include a generation of students with different desires; a new breed of rivals that live or die by the market; and the incessant demand for more funds and new revenue sources to replace the ever-shrinking proportion of public support.

Juxtaposed with the research on decreased public support is data showing that net tuition revenue made up 47% of public colleges’ educational costs in 2012 (State

Higher Education Executive Officers, 2013), an increase of more than six percentage points from the previous year. In 1987 net tuition revenue accounted for just 23% of those costs and in 2001 it was a little more than a third of the costs. These changes have resulted in an increase in tuition and an overall shift in responsibility away from public and governmental sources to students, families, and institutions. Losses in state funding have meant substantial cost increases to students.

In addition, the budgetary practices at institutions of higher education are worthy of study as they reflect the priorities of the institution. At its most basic level, systems of budgeting were defined by Lynch (1995) as either incremental or rational. Incremental, or traditional, budgeting fosters the perspective of determining an appropriate increase or decrease for the budget in comparison to the current year. In many cases, this is an across the board increase or decrease in line-items to reach appropriations for the next budget year. Rational budgeting is described as setting objectives and using analytical procedures to produce budgets. A variety of approaches are included in this research to discern the budgeting methods used across the country.

This research will also lead to a better understanding of strategies and changes occurring nationwide in student affairs divisions as a result of financial retrenchment. Additionally, the study captures the current financial environment for student affairs as well as the strategies being utilized by senior student affairs officers to lead and manage financial challenges. The results of this study should provide current and aspiring educational leaders with a foundation of understanding from which they can better serve their own campuses. For senior student affairs officers who have not yet

experienced fiscal stress, the results of this research will better position them to cope with and manage this almost certain future. This research will also be valuable to senior student affairs officers, student affairs administrators and directors, and student personnel faculty.

### **Definition of Terms**

The following terms were defined according to their use in the study and to ensure consistency and understanding. Terms without citations were determined by the author.

Elimination is the discontinuance of an entire student affairs service once offered by the institution.

Financial constraints are a reduction in budget, personnel, revenue, services, and/or enrollment causing the institution difficulty in covering operating expenses.

Fiscal crisis is a long-term tendency for expenditures to increase more rapidly than revenues (O'Connor, 1973).

Higher education is a level of education beyond postsecondary education that is provided by universities, colleges, community colleges, vocational, or trade schools, all of which award academic degrees or professional certifications. References to higher education in this study refer to publicly supported higher education institutions, including undergraduate, graduate, and professional schools (Kramer, 2011).

Institutional support is providing the necessary funds from tuition or state appropriations to operate a program or service at the university.

Resource Dependence Theory proposes that an organization's ability to achieve an outcome is determined by the environment in which it must operate. Therefore, in order to survive, let alone thrive in an uncertain environment, organizations must reduce uncertainty and obtain resources that accomplish one or both of the following: (a) make the institutions less dependent on other organizations, and (b) make other organizations more dependent on the institutions (Aldrich & Pfeffer, 1976; Pfeffer & Salancik, 2003). According to St. John and Parsons (2004), "resource dependency theory argues that institutions substitute for the erosions of one revenue source by increasing revenue from other sources" (p. 142).

Student Affairs Administrators in Higher Education (NASPA) is a professional organization that serves a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of their colleges and universities (NASPA, 2011).

Reduction is a decrease in the scope of a student affairs service offered by the institution (e.g., hours of operation, range of service, personnel).

Senior student affairs officers (SSAO) are the administrative leaders of the student affairs organizational units on campus. Their daily activities focus on divisional and institutional priorities while supervising a limited number of direct reports (Mills, 2009).

Shift describes a change in funding of student affairs services from institutional support to student or user fees.

State support refers to state tax appropriations and other state funds allocated to higher education (State Higher Education Executive Officers, 2011).

Student affairs division describes the sector or administrative unit in higher education that includes staff, programs, functions, and services which contribute to student development (Nuss, 2003).

### **Limitations of Study**

First, consistency in student affairs portfolios cannot be assumed between institutions. Therefore, the services included in this research may have been offered by the institution but not under the direction of the senior student affairs officer being surveyed. Under these circumstances, it would be difficult for the senior student affairs officer to accurately address the effect of fiscal crisis on these services. Second, the population sampled was limited to senior student affairs officers at four-year, public institutions that are members of the Student Affairs Administrators in Higher Education (NASPA). Based on this population not being a random sample, it would not be appropriate to generalize the findings beyond this study. Another limitation is inherent in the online questionnaire survey methodology. The format, length, and content may influence individual respondents in uncontrolled ways although pilot testing occurred to mitigate any survey-based factors.

### **Organization of Study**

Chapter 1 has provided a general overview of the current state of university financial constraints on student affairs divisions, a statement of the problem under investigation along with the research questions, significance of the study, definitions of

terms, and limitations of the research. Chapter 2 will present a thorough review of current literature and research associated with the problem being studied. Chapter 3 describes the methodology and procedures that will be used to conduct the study with Chapter 4 presenting the results and analysis. Finally, Chapter 5 will provide a summary of the study, conclusions ascertained from the research, a discussion of the findings, and recommendations for practice and future research.

## CHAPTER 2

### Review of Related Literature

The purpose of this chapter is to provide a review of the relevant literature and previous research that provided the framework for further study of public higher education funding within the context of student affairs. First, the history of student affairs is described from the colonial era to the present. This section provides a general understanding of the development and purpose of student affairs divisions in the university setting along with a list of functions commonly associated with these units. Second, a brief overview of the funding context and trends in higher education is described followed by a focused review of budget trends within student affairs operations. Finally, this chapter concludes by describing the applied theoretical framework describing how organizations interact with elements in their environment to reduce their resource dependency on other entities.

#### **Historical Development of Student Affairs**

The roots of today's comprehensive student affairs programs in American colleges and universities can be traced to the founding of the colonial colleges. Students were viewed as immature adolescents requiring counsel, supervision, vocational guidance, and, frequently, remedial classes (Leonard, 1956). Colonial colleges were, therefore, empowered to act *in loco parentis* (meaning "in the place of a parent") and were free to develop and enforce rules and regulations as if they were the parents (Nuss, 2003). The purpose of higher education in the American Colonial period was intellectual development along with religious and moral training (Leonard, 1956). This

purpose was strengthened by the second compulsory education law enacted in the Massachusetts Bay colony in 1642, which “represented the beginnings of a thoroughgoing plan for governmental supervision of the education, morals and vocational life of all young people” (Leonard, 1956, p. 6). Until the mid-1800s, colleges accepted responsibility for students’ personal and academic life including housing, boarding, recreation, general welfare, and intellectual development. In all the colleges the president was the chief personnel officer as well as the administrative head of the institution; however trustees, teaching fellows, tutors, ushers, masters, stewards, and student monitors also assisted in carrying out the various welfare and discipline programs of the early American colleges.

By the mid-nineteenth century, American higher education, once devoted primarily to the intellectual and moral development of students, was shifting from the shaping of young lives to the building of a nation (Boyer, 1990). One of the most significant events was the passage of the Morrill Act of 1862, which created land grant colleges. Central to the land grant ideal was the concept of a collegiate education for all at public expense – the beginning of the contemporary notion of equal access. “Just as education for religious leadership had characterized Colonial higher education, and education for citizenship in the new nation had been a dominant motive of the early Federal period, so the fifty years of expansion [1812-1862] were characterized by efforts to make college education available and usable for all the men and women of the country” (Leonard, 1956, p. 73).



More than six hundred colleges and universities were founded in the fifty years following the passage of the Morrill Act in 1862, and enrollment expanded from approximately 40,000 to over 400,000 students (Leonard, 1956). It was this growth in numbers and the resulting transformation of campuses that necessitated the organization of personnel services into separate administrative units. Trustees could no longer play an active part in campus life. Presidents could no longer supervise study halls and monitor the dormitories at midnight. Health issues were being referred to the physical education department and medical staff. Disciplinary issues, except for the most serious ones, in addition to student activity functions were being handled by designated personnel services staff. Thus all the personnel services begun in the colonial colleges and carried forward through 250 years of experimentation and evolution were loosely organized into separate administrative areas. These, in turn, became the basis for the unified and comprehensive approach to personnel administration that we see today in the colleges and universities in the United States. It was not until after the Civil War, during the second era of student affairs administration evolution, that college personnel were appointed specifically to guide and monitor the non-classroom experiences of students (Hirt, 2006). Several factors influenced this shift. First, the role of the president became much more complex, limiting the amount of time that could be devoted to students. Second, colleges started admitting female students and needed to employ women to monitor and chaperone these new students. Finally, as faculty turned attention to the creation of knowledge, they spent less time on non-instructional activities (Leonard, 1956).

In addition, the German university movement was influencing American student life in many ways (Nuss, 2003). With the introduction of the gymnasium, American colleges and universities saw expanded athletic offerings and a new emphasis on health and corresponding growth in the personnel services related to it (Leonard, 1956). In 1869 the first intercollegiate football game – soccer as we know it today – was played between Rutgers and Princeton (Brubacher & Rudy, 1976). Also, physicians began to join college faculties, marking the beginning of health services for students (Leonard, 1956). There were a large number of Americans returning from Germany around this time with their PhDs advocating a more impersonal, intellectual approach to higher education. German universities viewed their responsibility as related only to the training of the student's mind, and they had little interest in how students spent their time outside the classroom (Nuss, 2003). As a result of this influence, faculty became more fixated on scholarly activity and research and less interested in supporting students' moral and social development. By the late 1800s, officials began to oversee services like admissions, registration and records, and student health matters.

Three distinct groups were involved in addressing the implications of the aforementioned changing higher education scene in America: the deans of men, the deans of women, and the personnel workers. Over time, each of these groups formed their own professional associations which largely served as the forerunners of today's largest student affairs professional associations (Rhatigan, 2009). In 1890, a Board of Freshman Advisers was set up at Harvard and deanship was divided into two offices. This involved essentially a division of labor between an academic dean and a dean of

student affairs (Brubacher & Rudy, 1976). This first Dean of Students was created to handle disciplinary issues and engage in personal counseling. Other institutions took note of this and began developing comparable positions.

The student personnel movement is largely a twentieth-century phenomenon. By the turn of the century, the faculty involvement and role in student personnel matters (now referred to as student affairs) had changed forever. Everywhere two types of deans made their appearance: “academic deans” who served primarily as educational administrators and “deans of students” whose concern was the extracurricular life of undergraduates. As enrollments continued to climb, the burden of handling and dealing with these issues became too much for one person, especially in the larger universities. By the time of the First World War the administrative staffs dealing with these problems began to multiply and expand. Brubacher and Rudy (1976) concluded that “in the years following 1918 the student personnel movement in colleges had gained national recognition and professional stature; it was becoming self-conscious, confident, and widely influential” (p.335).

In 1937, the American Council on Education (ACE) called together an influential group of educators interested in examining the status of the growing out-of-class programs and activities loosely called personnel services. The result of that summit became the landmark publication the *Student Personnel Point of View* (American Council on Education) which emphasized the importance of understanding the individual student, the importance of coordinating the major functions of instruction and management, and the notion that student services should be offered and organized

and in ways that support the unique mission of each college (Nuss, 2003). The report included a list of twenty-three specific functions that should be included in a comprehensive student personnel program. The *SPVV* directory of services included admissions and academic records management, housing, food service, extracurricular and religious programming, vocational development, and physical and mental health services. (See Appendix A for a complete list of the student services outlined in the 1937 *SPVV*). In 1949, the report was revised to include the whole development of the student, outline goals for student growth, identify fundamental elements of student personnel programs, and highlight the administrative, organizational, and governance structure for student affairs divisions. The report reaffirmed the commitment of student affairs to the development of the whole person, saying in part that:

The student personnel movement constitutes one of the most important efforts of American educators, to treat college and university students as individuals, rather than as entities on an impersonal roster. The movement, at the same time, expresses awareness of the significance of student group life in its manifold expressions from student residences to student mores, from problems of admission to problems of job placement. It has developed as the division of college and university administration concerned with students individually and in groups. In a real sense, this part of modern higher education is an individualized application of the research and clinical findings of modern psychology, sociology, cultural anthropology, and education to the task of aiding students to develop fully in the college environment. (American Council on Education, 1949, p. 3)

The document was redrafted to reflect the major changes in American life and on the campus following World War II and is considered another keystone in building the foundation of student affairs (Rhatigan, 2009; Sandeen & Barr, 2006). The principles outlined in both the 1937 and 1949 *Student Personnel Point of View* influenced the

philosophical development of the profession and continue today as guiding traditions for student affairs.

The development of the student affairs profession continued to be shaped in the post-World War II years through several significant events, including a newfound interest from the federal government in higher education. Partially motivated by peacetime economic and employment prospects, the Serviceman's Readjustment Act, commonly referred to as the G. I. Bill, was passed in June 1944 and resulted in dramatic enrollment increases from the late 1950s through the 1970s (Nuss, 2003). The concept of providing universal access to higher education was firmly established at this time through other federal means as well, including financial aid for students, and the enrollment data further shows what a dramatic impact this change had. In 1939-40, total enrollment at all colleges and universities was just under 1.5 million. During World War II, regular student enrollments dipped substantially as a result of the military draft, but this trend changed dramatically after 1945. By 1949-50, total student enrollments had increased to almost 2.7 million – an increase of about 80% in one decade. That figure grew to about 3.6 million in 1960 and then doubled again over the next decade, reaching more than 7.9 million in 1970 (Thelin, 2004b).

This increased federal interest in higher education not only impacted enrollments at institutions, but also resulted in a myriad of legislation that fundamentally changed the scope of student affairs responsibilities required to meet the needs of students. Passage of Title IV of the Housing Act of 1950 supported the construction of residence and dining halls to accommodate large numbers of students

economically (Nuss, 2003). In 1963 alone, Congress passed the Vocational Education Act, the Higher Education Act, and the Health Professions Act. In 1965, Congress passed the Higher Education Act, designed to expand opportunities for higher education. Other legislative examples include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Much of this legislation mandated the elimination of discrimination and required equal access and treatment for educational and other programs receiving federal financial assistance (Nuss, 2003). The result for student affairs was the development of more specialized roles, particularly in the area of financial aid and student support services, to serve the major shift in student demographics and increase the numbers of previously excluded or underrepresented groups.

Much of what we know as the contemporary practice of student affairs evolved during the 1970s as a direct result of the social upheaval of the preceding decade (Rhatigan 2009). Not the least of these developments was the emerging prominence of a new position: the vice president for student affairs. This was largely a result of the growing acceptance of student affairs as a major division within institutions, and the title increased during the period of unrest in the 1960s. Additionally, the nature of the relationship between students and their colleges and universities changed significantly during this period. First, *in loco parentis* was challenged by students who wanted to claim their constitutional rights on campus. The U.S. Supreme Court rendered a series of student-rights decisions recognizing that persons above the age of 18 are legally adults and do not relinquish their fundamental constitutional rights by accepting student

status. Second, the passage of the Family Education Rights and Privacy Act of 1974 (also known as the “Buckley Amendment”) created privacy protection for student educational records thereby restricting the ability of the institution to release information such as grades and disciplinary actions (Barr, 2003; Nuss, 2003). With the elimination of *in loco parentis*, the emphasis on the student affairs professional’s role as disciplinarian or authority figure declined and the role of coordinator and educator increased (Garland & Grace, 1993).

The last quarter of the twentieth century was an energizing time for student affairs. As new ideas and approaches were defined, considerable debate occurred within the field about what ought to be prioritized in delivering services and support programs for students. At the same time, the field continued to become more specialized, and by 1990, there were over 30 national professional associations within student affairs. In addition, the variety and complexity of student affairs organizational structures on many campuses evolved and increased (Sandeem, 2000). Professional standards for the field came about partially in response to this recognition of student affairs as an essential part of higher education’s mission. In 1979 a conference was held for student affairs associations interested in creating comprehensive standards for program development, evaluation, self-study, and accreditation (Nuss, 2003). The conference provided strong support for an interassociation entity, which eventually became the Council for the Advancement of Standards in Higher Education (CAS). The first *CAS Standards and Guidelines* were published in 1986 and addressed nineteen functional areas of higher education programs and services; the most recent edition

addresses forty functional areas (Council for the Advancement of Standards in Higher Education, 2009). The CAS standards provide direction and strategy for professional practice in higher education programs and services, specifically for those routinely found within an institution's student affairs portfolio.

In 2010, College Student Educators International (ACPA) and NASPA, the two largest comprehensive student affairs professional associations in the United States, published a document titled *Professional Competency Areas for Student Affairs Practitioners*. The purpose of this joint-effort was "to define the broad professional knowledge, skills, and for some competencies, attitudes expected of student affairs professionals, regardless of their area of specialization or positional role within the field" (p. 4). In conjunction with the work of CAS, these ACPA and NASPA competency areas are intended to provide quality assurance in student affairs practice while informing the design of professional development opportunities for student affairs professionals.

### **Funding Trends in Higher Education**

Higher education's changing financial environment is well-documented (Archibald & Feldman, 2008; Brubacher & Rudy, 1976; Chang, 1979; Claar & Scott, 2003; Doyle & Delaney, 2009; Guskin, 1994; Leslie & Fretwell, 1996; Levy, 1995; Lupton, Augenblick, & Heyison, 1976; Morgan, 1988; Schuh, 1990; Slaughter & Leslie, 1997; Stocum & Rooney, 1997; Trow, 1995; Woodard, Love, & Komives, 2000) and the financial woes of the past 40 years have challenged every sector of higher education to rethink long-term sources of funding. Well before those challenges, however, was a

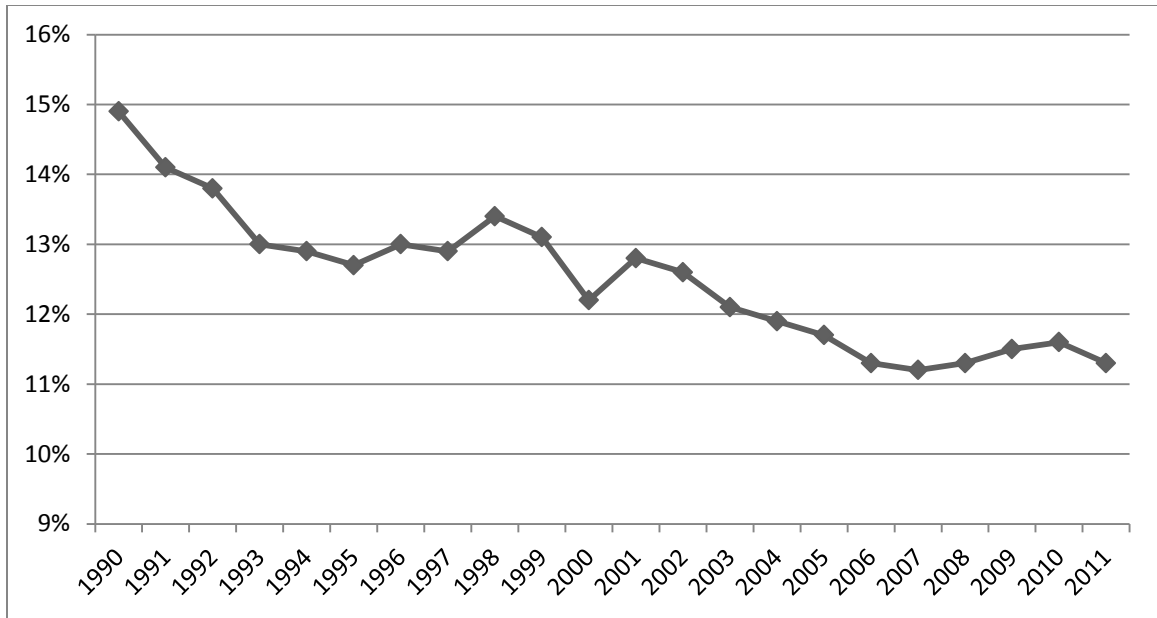


time in the late 1800s when the states' role of funding public colleges and universities had been firmly established, partially as a result of state responses to the land grant acts (St. John & Parsons, 2004; Thelin, 2004a). During the 1900s, state support of higher education expanded as the state university systems increased and expanded along with teachers' colleges, comprehensive colleges, community colleges, and other publicly subsidized colleges and universities. With only a few military-based exceptions, college building and funding fell exclusively under the states' domain with great variation from state to state in how each was treated (Thelin, 2004a). Without a national system of higher education in the United States, it is important to note that the study of state financing of higher education is really a study of fifty different entities rather than just one (Schuh, 2009).

In the 1960s and 1970s, the federal government acquired a major role in funding need-based student aid as a means of equalizing educational opportunity. However, the recession that marked the early part of the 1970s startled most institutions that had grown accustomed to the enrollment growth caused by the postwar baby boom. Breneman (2002) referred to this as a time of "economic stagflation" with slow rates of economic growth combined with rising inflation. Cheit's (1971) survey of 41 institutions of higher education indicated 29 (71%) of the participants were either experiencing or heading for financial retrenchment as a result of the inflation and growth demands for more service, broader access, academic innovation, and higher quality. Meanwhile, costs were rising rapidly while revenue available to higher education from government and private sources began to decline (Cheit, 1971).

While for most of the past century there was a political consensus both about the rationale for public financing of higher education and about the structure of the relationship between government and institutions, that relationship shifted in the 1980s as critics of public policy in higher education became more vocal. The states were still the key governmental players for public higher education but began to shift their focus away from the academic sector during these years. This shift in state higher education funding is evident in the following data:

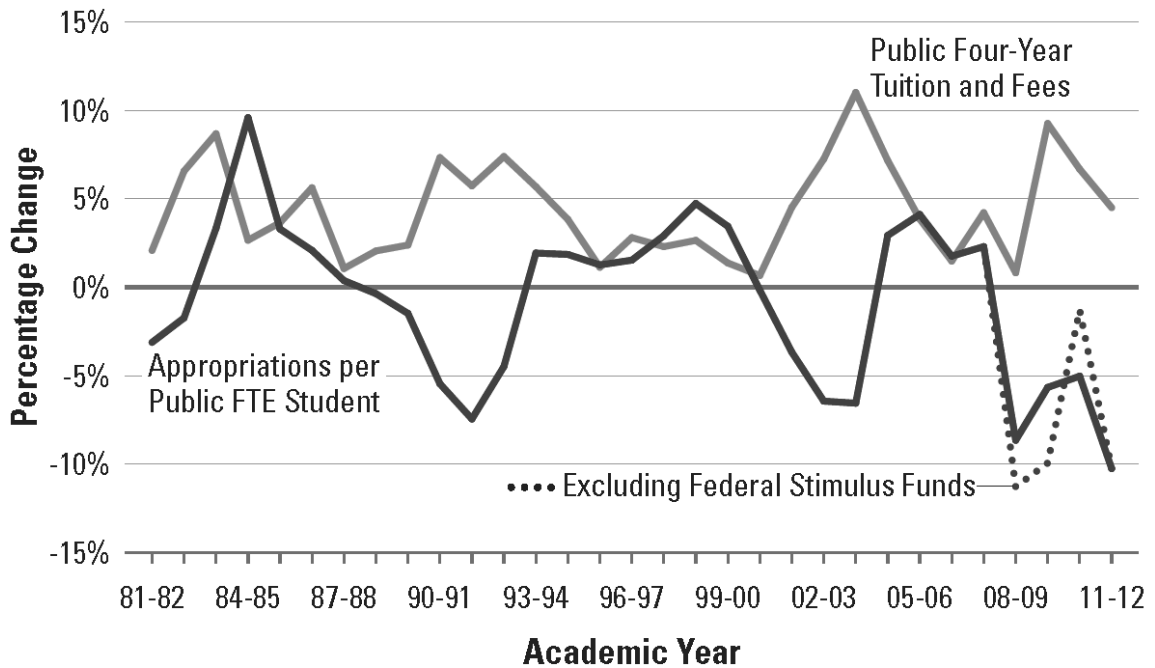
- Average state appropriations per \$1,000 in personal income, a common economic measure of state fiscal support, declined from \$9.70 in 1989-90 and \$8.20 in 1990-91 to \$7.40 in 1999-2000 and \$6.60 in 2009-10 (The College Board, 2010; Zumeta, 2006). Excluding the federal stimulus funds provided, the state funding for higher education was \$6.30 per \$1,000 in personal income in 2009-10.
- Educational appropriations (state and local) per FTE fell to \$6,451 in 2010, a 25-year low in inflation-adjusted terms and juxtaposed with the \$8,076 per FTE amount in 2001 (State Higher Education Executive Officers, 2011).



*Figure 1. Higher Education Expenses as a Percentage of State General Fund Expenditures*  
 Source: National Association of State Budget Officers

This decrease in support, as shown in Figure 1, highlights the growth in competing demands from areas such as prisons, roads, secondary education and, most importantly, Medicaid as states faced the fiscal implications of an aging population needing subsidized long-term care and of rapid health care inflation and health insurance costs (Zumeta, 2006). The states' share of public higher education revenues peaked nationally in 1979 at 62% and has declined steadily ever since (Breneman, 2002). As the largest broadly "discretionary" item in state general fund budgets, state policymakers oftentimes permit higher education to fend for itself fiscally in the form of tuition increases, and institutions have responded in such a way. The following data, as well as Figure 2, provides some examples of tuition increases in relation to this generally accepted political philosophy:

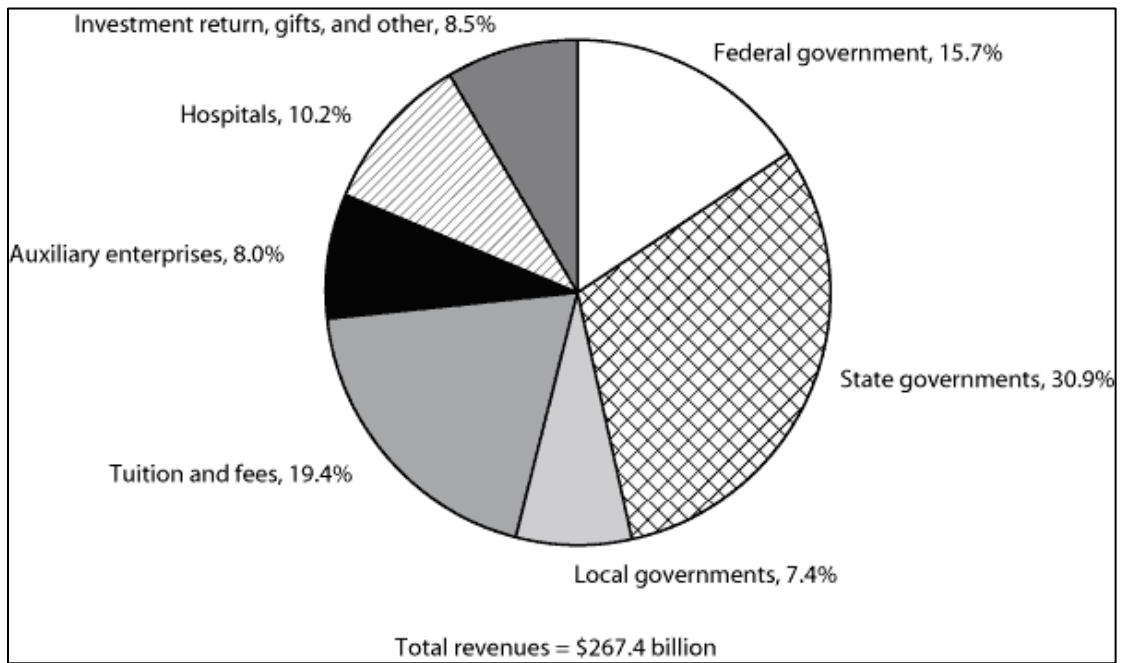
- Florida's 11 public universities raised tuition by 15% for the 2010-2011 academic year. This tuition increase, combined with a similar increase in 2009-2010, resulted in a total two-year increase of 32% (Johnson, Oliff, & Williams, 2010).
- The share of higher education revenue coming from students and parents grew from about 35% in 1980 to approximately 53% by 2007, while the state and local government share fell from around 55% to under 40% (Zumeta, 2010).
- Per student net tuition revenue to public colleges and universities doubled to just over \$4,000 in inflation-adjusted 2008 dollars between 1983 and 2008, while state appropriations per student stagnated (Zumeta, 2010).
- At public four-year institutions, net tuition revenues per full-time equivalent student were 33% to 40% higher in 2008 than in 2002, after adjusting for inflation. This represents annual growth rates of 4.8% to 5.8% (The College Board, 2010).



*Figure 2. Annual Percentage Change in State Appropriations for Higher Education per Full-Time Equivalent (FTE) Student and Percentage Change in Inflation-Adjusted Tuition and Fees at Public Four-Year Institutions, 1981-82 to 2011-12*  
*Source: College Board, 2012*

Higher education allocations are targets for budget cuts in times of fiscal constraint largely based on the political acceptability that goes along with such an action. While states typically allow tuition increases during times of economic hardship, they rarely support the increase in need-based student aid required to ensure access to low-income students. In California, for example, enrollments dropped by more than 200,000 students in the early 1990s as student aid declined while tuition rose (Breneman, 2002). More recently, approximately 9,400 students in Minnesota lost their state financial aid grants entirely, and the remaining state financial aid recipients saw their grants cut by 19% (Johnson et al., 2010). In fact, this resulting concern about how families could pay for college has led some governors to step in to slow the tuition

increase pace through freezes or even rollbacks (Breneman, 2002). In 2008-2009, federal government funding accounted for approximately 15.7% of the total revenue generated annually by public degree-granting institutions compared to 13.6% in 2004-2005 (see figure 3).



*Note: Detail may not sum to totals because of rounding.*

*Figure 3. Percentage Distribution of Total Revenues of Public Degree-Granting Institutions, by Source of Funds, 2008–09*

*Source: National Center for Education Statistics*

It is quite clear that the investment in public higher education has substantially declined and this, coupled with escalating delivery costs and increasing enrollments, puts higher education in a precarious and uncertain situation moving forward. As a result, this also impacts the student service and auxiliary operations within the institution, such as student affairs, which also bear the brunt of budget cuts and financial constraints.

## **The Financial Environment of Student Affairs**

Much like the institutions they reside within, student affairs units are also experiencing great challenges in identifying and capturing needed fiscal resources to support the students they serve. Rames (2000) described the fiscal environment of higher education overall in dismal terms: “The effect of financial constraints on higher education from the 1980s to the present has been extensive. University administrators have had to modify their institutions’ academic programs, administrative services and student affairs operations to contain costs and increase revenue” (p.71). Indeed, Sandeen and Barr (2006) identify “competition for institutional resources, shifting priorities, a decline of external resources, and rising student consumerism” (p.98) as the primary factors shaping the contemporary context of diminished institutional support for student services. While some individuals may point to increases in the total amount of dollars spent as evidence of increasing institutional support for student services, the actual percentage allocated has remained relatively constant for the past twenty-five years. Student service expenditures at all public universities were 4.6% of current-fund expenditures in 1980-81 and were 4.7% in 2009-10. For four-year public institutions, the percent allocation was 3.62% in 2003-04 and rose to 3.80% in 2009-10 (National Center for Education Statistics, 2012). Meanwhile, during this era of stagnant funding, demand for student services has increased as a result of enrollment growth, federal legislation (e.g., unfunded mandates such as the American with Disabilities Act), and consumer expectations.

Student affairs has traditionally been funded by a variety of sources. The major source of revenue has been direct institutional resources such as tuition, gifts, endowments, and legislative appropriations (Levy, 1995). Additional resources have included earned income, dedicated student fees, user fees, and external funding secured from private government agencies. Schuh (2003) identified four trends in finance and budgeting of which student affairs professionals should take notice: (1) downsizing and reallocation, (2) outsourcing or privatization, (3) increasing revenues, and (4) fundraising.

Downsizing and reallocation may be voluntary or involuntary (mandated by the institution) and refers to eliminating positions, or, in some cases, entire units. When revenue streams are insufficient to meet the needs, senior student affairs officers must make tough decisions about which activities to continue and which to eliminate or modify. One approach to downsizing is outsourcing.

Outsourcing or privatization are other trends that are affecting student affairs and involve entering into contracts with enterprises outside the institution to provide services that have become expensive or difficult for the institution to provide on its own. Examples of areas more likely to face outsourcing include food service, bookstore, computer services and maintenance, pharmacy, and energy conservation efforts. While not all institutions choose to move in the direction of outsourcing services, it has become an option for decreasing expenditures and potentially increasing revenue.

While downsizing and outsourcing are largely enacted to reduce expenses, one method for generating funds is through charging student fees to support certain student



affairs functions. There are two different categories of fees: mandatory and user, or special student fees (Barr, 2009; Levy, 1995). Mandatory fees, which are primarily used at public institutions, have been used as one means to obtain needed revenue without raising tuition. Tuition increases are much more scrutinized and become volatile issues for legislators and the public. Such fees are usually charged on a term basis and are assessed from, at least, all undergraduate students. Examples include building use fees, technology fees, laboratory fees, student service fees, student activity fees, and athletic fees. Such fees are assessed under the guiding assumption that a specific good or service is provided for which there may not be any discretion on the part of the student as consumer (Levy, 1995). The second fee category is a fee for services that are necessary but not mandatory or obligatory. With these services or programs, students “vote with their feet” and may include reading and study skills programs, on-campus copy services, student legal services, recreational programs, athletic events, study abroad fees, and other participation-based activities. The income from the fee helps offset the cost of the program and reduces the dependence of the program on general revenue funds of the institution.

A more recent development for student affairs units is that of generating additional revenue through external means such as fundraising or grant writing. Acquiring private financial support is becoming increasingly important at both public and private institutions (Barr, 2009). Fund raising can be conducted to create endowments for specific projects, such as securing support for an annual event for student leaders, or for an ongoing project, such as scholarships for identified students.

Fund raising can also be targeted towards specific capital projects such as building or renovating facilities or purchasing equipment (Schuh, 2009). Student affairs has, on the whole, been a passive rather than an active contributor to such fund raising activities.

In *Rethinking Student Affairs*, Love and Estanek (2004) call on all student affairs professionals, regardless of their position within the organizational hierarchy, to take an active role in maximizing organizational resources via fundraising, grant writing, and the establishment of resource partners. The authors suggest that student affairs professionals should adopt and demonstrate three distinct approaches to organizational resource management: (1) increasing awareness of existing organizational resources (resource awareness), (2) engaging in activities that renew, grow, and convert current resources (resource enhancement), (3) and identifying and securing new sources of revenue previously untapped by the organization (resource attraction). These recommendations highlight the importance of resource management principles and revenue generating activities within student affairs organizations and for the leaders who guide them.

In the end, no matter the strategy used, the relationships that senior student affairs officers build and maintain with strategic institutional and community partners will play an important role in how decision-making unfolds in tough budget times. Varlotta (2010) challenges senior student affairs officers to become experts regarding their own divisional budgets before also becoming more prominent in university budgets. Through that process, SSAOs will understand the roles of the campus budget and maximize them for their division and the constituents they serve. As institutions

continue to engage in the challenge of managing resources in difficult financial times, student affairs must play a leadership role in the process (Jones & Schuh, 2010), and the following theoretical framework provides an apt description of that resource dynamic for student affairs.

### **Resource Dependence Theory in Higher Education**

In view of the main questions addressed in this research, resource dependence theory offers a fitting theoretical framework to describe and explain the financial operations and decision-making of senior student affairs officers.

**Resource dependence theory.** Resource dependence theory asserts that organizations are constrained and affected by their environments and that they attempt to manage resource dependencies (Pfeffer & Salancik, 2003). Naturally, these environments are contextualized by many factors, including inter-organizational relationships that exist between all entities. Aldrich and Pfeffer (1976) describe this relationship by saying “the resource dependence model proceeds from the indisputable proposition that organizations are not able to internally generate all the resources or functions required to maintain themselves, and therefore organizations must enter into transactions and relation with elements in the environment that can supply the required resources and services” (p.83). Therefore, in order to thrive, let alone survive in an uncertain environment, organizations must be well aware of not only their strengths and weaknesses, but also their opportunities and threats caused by the balance of power present in each relationship. This model portrays the organization as active and capable of changing, as well as responding to, the environment. Administrators manage

their environments as well as their organizations, and the former activity may be as important, or even more important, than the latter. The presumed outcome of this strategic decision-making is the acquisition of resources and the survival of the organization, as well as the stabilization of the relationship with environmental elements. Ultimately, most organizations will seek to minimize their dependence on any one entity while simultaneously creating and intensifying other organizations' dependence on them (Arya & Lin, 2007). There are three core ideas of the theory: (1) social context matters; (2) organizations have strategies to enhance their autonomy and pursue interests; and (3) power (not just rationality or efficiency) is important for understanding internal and external actions of organizations.

**The role of resource dependence in higher education.** The aforementioned assumptions are also valid for institutions of higher education (Slaughter & Leslie, 1997), making the theory a useful tool to analyze and explain why institutions and their sub-units such as student affairs must enter into transactions and relations with elements in the environment that can supply the required resources and services. Higher education institutions rely on a variety of revenue sources to survive, and student affairs areas are no different. Operational costs continue to grow, while the availability of resources is often insufficient or unstable and, due to growing institutional and divisional complexity, leaders in higher education must decide to either cut costs or increase revenue streams to survive. Reducing costs is often difficult due to the nature of higher education as an industry. Higher education suffers from what economists call a "cost disease," that is, costs continue to increase over time in labor-intensive industries

because the ability to increase productivity is limited and higher wages are necessary to attract highly-skilled individuals (Archibald & Feldman, 2008). Institutions rarely cut costs associated with these activities because institutional prestige and survival are at stake through investing in these highly-skilled and highly-compensated faculty and staff. Because institutions cannot contain a large share of the costs, the need for additional funds is increased with each passing year with several strategies for generating that income.

Whereas most writers have studied the problems of using resources, resource dependence theory is more concerned with the problems associated with acquiring resources, which appears to be the method of choice in coping with increased spending needs. One method to increase revenue streams has been through increasing commercialization activities by exploiting some aspect of the university such as students, faculty, reputation, or brand to generate revenue (Bok, 2003).

Another method has been through a response known as *academic capitalism* (Slaughter & Leslie, 1997). This strategy argues that national and state restriction of discretionary resources has created increased resource dependence at the institutional level, causing institutions and faculty to look to alternative sources of revenue to maintain institutional income. The result of this is a movement toward the market for higher education. One example of academic capitalism is when professors pursue external grants or fellowships for generating research money otherwise not available through the institution.

A third method adopted has been to increase tuition prices at a pace exceeding inflation. Over the decade from 2000-01 to 2010-11, published tuition and fees at public four-year colleges and universities increased at an average rate of 5.6% per year beyond the rate of general inflation. Meanwhile, average state appropriations per \$1,000 of personal income declined from \$9.70 in 1989-90 and \$8.20 in 1990-91 to \$7.40 in 1999-2000 and \$6.60 in 2009-10 (The College Board, 2010). While institutions cannot control the unstable revenue streams from donors or governments, they can control the published tuition charged to students to the extent that their governing or coordinating board allows. Institutions are inevitably resource dependent on students as a stable revenue source through tuition and fees with the latter being critical to the survival of student affairs.

**The role of resource dependence theory in student affairs.** Much like public institutions are dependent on state and federal government for assistance, student affairs divisions are oftentimes reliant on their institutions for some level of financial support. Resource dependence theory says that the key to organizational survival is the ability to acquire and maintain resources and that this problem would be simplified if organizations were in complete control of everything necessary for operation. However, it also rightly points out that no organization is completely self-contained. Organizations, much like the student affairs areas within higher education, are embedded in an environment comprised of other organizations. Therefore, they depend on those other organizations for the many resources they require (Pfeffer & Salancik, 2003).

Student affairs has traditionally been funded by a variety of sources, with the major source of revenue in the past coming from direct institutional resources such as tuition, gifts, endowments, and legislative appropriations (Levy, 1995). Additional resources have included earned income, dedicated student fees, user fees, and external funding secured from private government agencies (Barr, 2009; Keppler, 2010).

### **Summary**

A review of current literature and research indicates that the mission of student affairs divisions in higher education has changed from the original *in loco parentis* philosophy to a role that more complements the academic mission of the university. Student affairs units now provide a variety of key student support services as well as enriching student learning experiences that work in tandem with the institutional mission. As seen through the aforementioned list of typical services, the student affairs portfolio has evolved dramatically over the past several decades to provide support and experiences for all students enrolled at the institution.

The literature is clear that higher education overall has experienced periods of financial constraint and resulting challenges from the 1970s to the present. These checkpoints have resulted in a myriad of changes to the enterprise of higher education and, specifically, student affairs divisions as well, including elimination, reduction, and expansion of certain functions. While the literature is still somewhat limited as to the effect of fiscal stress for student affairs, there has been a trend to shift the funding of student affairs programs from the university's general operational budget to a fee-for-

service approach. This could drastically affect the services provided, along with the manner in which they are delivered.

To lessen the impact of university fiscal stress on divisions of student affairs, senior student affairs officers will need to identify alternate strategies and minimize their dependence on institutional support. These strategies might include downsizing, outsourcing, and external fundraising. The literature and current financial environment indicate that fiscal challenges in American institutions of higher education are likely to continue well into the future; therefore it is important for senior student affairs officers to be prepared to meet current and future challenges through strategic planning and effective resource decision-making. The knowledge they have of their own institution's financial environment is especially important as they interact with key players at the university level and identify opportunities to secure and stabilize funding for the future. The results of this research will better equip those student affairs leaders with a snapshot of the current fiscal environment among four-year, public institutions as well the strategies being employed to meet the fiscal challenges of today.



## CHAPTER 3

### Research Design and Methodology

This chapter provides an overview of the study's purpose, research questions that were formulated to direct the data collection and analysis, methods and sources for developing the literature review, methods to identify and select the participants, procedures to design the instrument, processes to collect the data, and analysis used to answer the research questions presented.

The following research questions guided the data collection and analysis:

1. What functional areas are represented under the senior student affairs officer of institutions surveyed?
2. Did institutional financial support decrease to student affairs between 2008 - 2012?
3. To what extent was fiscal stress experienced between 2008 - 2012 in the student affairs divisions surveyed?
4. What changes in student affairs programs or services are attributable to fiscal stress?
5. What strategies did the senior student affairs officer utilize to respond to decreasing financial support?
6. To what extent was the senior student affairs officer knowledgeable of and involved in institutional budgeting?

## **Review of Related Literature**

The literature and data used for this study included a variety of print and electronic resources retrieved primarily through the University of Kentucky's online databases. Key online databases included the Educational Resources Information Center (ERIC) and *Academic Search Premier*, all via the EBSCOhost research database platform. Previous theses and dissertations were identified using the *ProQuest* database. These databases were searched by combining the keywords "higher education" along with terms such as budget, funding, finance, fiscal stress, appropriations, governance, student affairs, student services, decision-making, allocations, and senior student affairs officer. Data sources included the *State Higher Education Finance* reports published by the State Higher Education Executive Officers organization, the National Center for Education Statistics' Integrated Postsecondary Education Data System, and the Grapevine database. Academic and professional journals and publications referenced included the *Journal of Higher Education*, *The Chronicle of Higher Education*, *Inside Higher Ed*, *Change*, *The Journal of Management*, and *New Directions for Student Services*. Finally, the Inter-Library Loan service was used to obtain books and journals not available through the online databases or at the University of Kentucky libraries.

## **Population**

The population for this study was senior student affairs officers at four-year, state-supported institutions of higher education that were members of Student Affairs Administrators in Higher Education (NASPA). NASPA is the largest student affairs association (National Association of Student Personnel Administrators, 2011) and is

considered a lead organization for current and aspiring senior student affairs officers (Nuss, 2003). Names and email addresses of senior student affairs officers at universities and colleges at four-year, public institutions were obtained from NASPA.

### **Instrumentation**

The online questionnaire was designed to gather information in the following areas: (1) general institutional information, (2) budget information, (3) impact of fiscal stress on services, (4) financial strategies implemented by student affairs officers, and (5) context of decision-making for senior student affairs officers. The format of the instrument was developed by reviewing literature and similar questionnaires on the effects of financial constraints on student affairs services in higher education (Chang, 1979; El-Khawas & Knopp, 1996; Rames, 1997).

Based on the work of Komives & Woodard (2003), the following services were identified as being most frequently associated with divisions of student affairs:

- Academic Advising
- Admissions
- Assessment, Research and Program Evaluation
- Athletics
- Campus Safety
- Career Development
- College or Student Unions
- Community Service Programs
- Commuter Services
- Counseling and Psychological Services
- Dean of Students Office
- Dining and Food Services
- Disability Support Services
- Enrollment Management
- Financial Aid
- Fundraising and Fund Development

- Graduate and Professional Student Services
- Greek Affairs
- Health Services
- International Student Services
- Judicial Affairs
- Leadership Programs
- LGBT Student Services
- Multicultural Student Services
- Orientation
- New Student Programs
- Recreation and Fitness Programs
- Religious Programs and Services
- Registration Services
- Residence Life and Housing
- Student Activities
- Women's Center

Section one of the survey established the institutional enrollment, state location, and approval level for fee setting, as well as their eligibility to participate (i.e. that their institution has experienced fiscal stress in the 2008-2012 timeframe). Section two asked the participants to indicate the percent of overall student operating budget that is from general fund sources as well as their institution's approach to budgeting. Section three asked the respondents to indicate the appropriate portfolio mix for their institution's student affairs division. Sections four and five requested the participants to indicate the level of resource changes (if any) for each of their student affairs units as well as any strategies utilized to manage fiscal stress. Section six asked the senior student affairs officers to indicate their own institutional context and professional experience with fiscal stress and fiscal management strategies. These prompts are key components of Sandeen & Barr's (2006) recommendations for senior student affairs officers and

provide a good question-base for evaluating those who participated in the survey reflecting on fiscal stress at their respective institutions. Finally, respondents were given an opportunity at the end of the survey to provide open-ended comments on issues regarding their institution they believed not addressed earlier in the survey and to expand on current and expected strategies being utilized in their student affairs unit.

Multiple student affairs administrators and faculty familiar with the research topic conducted a critique of the instrument. This process helped identify misunderstandings, ambiguities, and inappropriate items. Any difficulties with the directions for completing the survey were also addressed through this review. Also, each person who helped to pilot the instrument was asked to track the time needed for completion so that an accurate estimate could be provided in the survey instructions. The result was a 15-20 minute anticipated timeframe for respondents.

### **Data Collection**

An online survey link with instructions and information regarding the survey was sent to each participant. To maintain confidentiality, the respondents' names and institutions were not revealed, but the completion progress of each participant was tracked so that appropriate follow-up could be made to those that had not completed it by the data collection deadline. The initial email was sent on June 12, 2012. A follow-up email reminder was sent to those not responding on June 28 and July 17. Data collection was completed by July 23, 2012.

## **Data Analysis**

A quantitative methodology was used as the appropriate research approach for determining the effects of fiscal stress on student affairs divisions. This methodology also identified strategies being used by senior student affairs officers to manage fiscal stress. Descriptive statistics were employed to report and analyze the data collected from the online survey whereby frequencies were tabulated and rank ordered from most common to least common for each of the prompts being analyzed. A thematic analysis was used for open-ended comments in order to examine and record patterns within the data.

## **Summary**

Chapter 3 has provided an overview of the methods and procedures employed in conducting this study. Senior student affairs officers at four year, public institutions that were members of the Student Affairs Administrators in Higher Education (NAPSA) were surveyed. Each participant was asked to complete an online survey designed to collect data on the effects of financial constraints on their student affairs unit. Specifically, information was gathered regarding program changes and strategies utilized for mitigating financial stress. Descriptive statistics and thematic analysis were used to analyze the data to be reported in Chapter 4.

## CHAPTER 4

### Results

The purpose of this study was to determine the extent of financial challenges faced in student affairs divisions at four-year, state-supported institutions during the period of 2008-2012 and the strategies used by senior student affairs officers to manage them. Data were collected in the summer of 2012 through the distribution of a national online survey. The survey results are presented in this chapter.

Six research questions were developed to study the impact of institutional financial constraints on student affairs services. The findings presented below provided valuable insight from the senior student affairs officers responding for their respective four-year, public institution.

1. What functional areas are represented under the senior student affairs officer of institutions surveyed?
2. Did institutional financial support decrease to student affairs between 2008 - 2012?
3. To what extent was fiscal stress experienced between 2008 - 2012 in the student affairs divisions surveyed?
4. What changes in student affairs programs or services are attributable to fiscal stress?
5. What strategies did the senior student affairs officer utilize to respond to decreasing financial support?

6. To what extent was the senior student affairs officer knowledgeable of and involved in institutional budgeting?

Findings from the research are presented in this chapter in the following manner. First, information on the response rate to the survey is provided. Second, findings on the effects of university fiscal constraints on changes in student affairs services are reported, addressing research questions 1 - 3. Third, information on shifts in funding for student affairs services due to financial constraints is highlighted for research question 4. Research question 5 is addressed through open-ended responses concerning strategies for managing decreasing financial support. Findings on senior student affairs officer knowledge and engagement with institutional budgeting are highlighted, addressing research question 6. Finally, additional information gleaned from respondents' comments is provided.

### **Response Rate**

The population surveyed was senior student affairs officers at four-year, public institutions of higher education that were members of Student Affairs Administrators in Higher Education (NASPA) at the time of the NASPA list request in 2012. The Student Affairs Fiscal Stress Questionnaire was sent electronically to 394 senior student affairs officers representing every state in the United States. The number of senior student affairs officers accessing the survey was 158 (40% of those surveyed), with 137 of those answering the consent to participate question. One of the respondents indicated that their institution was not public, and an additional three indicated that their institutions had not experienced fiscal stress over the past four years. A total of 116 respondents



completed the entire survey (30%). Table 1 illustrates the geographic diversity of the respondents with 45 states being represented, and Table 2 shows the enrollment distribution for the respondents.

Table 1

*Response Rates by States*

State	Region	Response	%
Alabama	SE	6	4%
Alaska	NR	1	1%
Arizona	SW	1	1%
Arkansas	SE	3	2%
California	W	7	5%
Colorado	W	1	1%
Connecticut	NE	5	4%
Florida	SE	3	2%
Georgia	SE	8	6%
Hawaii	NR	1	1%
Idaho	W	2	1%
Illinois	MW	2	1%
Indiana	MW	2	1%
Kansas	MW	2	1%
Kentucky	SE	4	3%
Louisiana	SE	1	1%
Maine	NE	1	1%
Maryland	NE	3	2%
Massachusetts	NE	1	1%
Michigan	MW	2	1%
Minnesota	MW	4	3%
Mississippi	SE	1	1%
Missouri	MW	5	4%

State	Region	Response	%
Montana	W	1	1%
Nebraska	MW	1	1%
Nevada	W	1	1%
New Jersey	NE	1	1%
New Mexico	SW	1	1%
New York	NE	3	2%
North Carolina	SE	7	5%
Ohio	MW	7	5%
Oklahoma	MW	1	1%
Oregon	W	5	4%
Pennsylvania	NE	5	4%
Rhode Island	NE	1	1%
South Carolina	SE	3	2%
South Dakota	MW	2	1%
Tennessee	SE	3	2%
Texas	SW	14	10%
Utah	W	3	2%
Vermont	NE	2	1%
Virginia	SE	1	1%
Washington	W	2	1%
West Virginia	SE	1	1%
Wisconsin	MW	4	3%
<b>Total</b>		<b>135</b>	<b>100%</b>

Table 2

*Response Rates by Enrollment*

<b>Enrollment</b>	<b>Response</b>	<b>%</b>
Less than 1,000	2	1%
1,000 - 9,999	53	39%
10,000 - 19,999	40	30%
20,000 - 29,999	20	15%
30,000 - 39,999	16	12%
40,000 - 49,999	2	1%
More than 50,000	2	1%
<b>Total</b>	<b>135</b>	<b>100%</b>

Research Question 1. What functional areas are represented under the senior student affairs officer of institutions surveyed?

Each of the 32 provided student service areas described in Komives and Woodard (2003) were identified by the respondents with an additional 63 added through the optional category. Of the primary 32 services, survey results indicated 19 functions as the responsibility of the senior student affairs officer at more than 50% of the institutions responding to that item response. The ten most common services identified were judicial affairs (112, 98%), student activities (109, 96%), counseling and psychological services (107, 94%), dean of students office (106, 93%), leadership programs (106, 93%), residence life and housing (106, 93%), Greek affairs (102, 89%), recreation and fitness programs (101, 89%), health services (100, 88%), and college or student unions (99, 87%). Table 3 indicates the response rate for each of the service responses provided, and Appendix D shows the “Other” response options submitted. The most popular “Other” responses provided were child care, academic support, and veteran services.

Table 3

*Response Rate by Student Affairs Service*

<b>Answer</b>	<b>Response</b>	<b>%</b>
Academic Advising	11	10%
Admissions	44	39%
Assessment, Research, and Program Evaluation	43	38%
Athletics	24	21%
Campus Safety	23	20%
Career Development	87	76%
College or Student Unions	99	87%
Community Service Programs	79	69%
Commuter Services	61	54%
Counseling and Psychological Services	107	94%
Dean of Students Office	106	93%
Dining and Food Services	61	54%
Disability Support Services	90	79%
Enrollment Management	45	39%
Financial Aid	48	42%
Fundraising and Fund Development	25	22%
Graduate and Professional Student Services	19	17%
Greek Affairs	102	89%
Health Services	100	88%
International Student Services	35	31%
Judicial Affairs	112	98%
Leadership Programs	106	93%
LGBT Student Services	78	68%
Multicultural Student Services	80	70%
Orientation	87	76%
New Student Programs	84	74%
Recreation and Fitness Programs	101	89%
Religious Programs and Services	46	40%
Registration Services	32	28%
Residence Life and Housing	106	93%
Student Activities	109	96%
Women's Center	40	35%
Other	41	36%
Other	22	19%

## Budget Environment

Research Question 2. Did institutional financial support decrease to student affairs between 2008 – 2012?

Research Question 3. To what extent was fiscal stress experienced between 2008 - 2012 in the student affairs divisions surveyed?

In addition to the general demographic characteristics of the institutions responding, the questionnaire was also designed to determine the budget environment for each of the respondents. Only three institutions (2%) indicated that they had not experienced fiscal stress in the past four years, which was defined as reductions in budget, personnel, revenue, services, and/or enrollment causing the institution difficulty in covering operating expenses. Specific to general fund allocations, an additional fifteen respondents (13%) reported that tuition and state support had not decreased to student affairs between 2008 - 2012.

Table 4

*Percent Respondents Experiencing a Decrease in General Fund (tuition and state) Support to Student Affairs Operating Budget between 2008 - 2012*

Answer	Response	%
Yes	102	87%
No	15	13%
<b>Total</b>	<b>117</b>	<b>100%</b>

The overall percent of students affairs operating budgets that came from general fund sources (tuition and state) is illustrated in Figure 4 and shows that the percent allocations slightly decreased overall each fiscal year for the institutions responding

(from 30.2% in FY2009 to 27.3% in FY2012). Broken down by region in Table 5, the same decreasing trend from fiscal year 2009 to 2012 is evident; however the data also illustrates the discrepancy in average general fund support geographically. The Midwest and West institutions were found to be funded at a higher level from general fund sources than their peers in the other regions. Southwest schools had the lowest at 13.53% general fund support in fiscal year 2012. By enrollment, institutions with an enrollment between 1,000 and 9,999 were found to have the largest percentage of student affairs budget from general fund sources (36.45% in FY2012) with schools between 30,000 and 39,999 in enrollment averaging 15.26% general fund allocation in fiscal year 2012. Institutions with less than 1,000, between 40,000 and 49,999, and more than 50,000 in enrollment were not included in this comparison due to the low response rate (less than 5 institutions each).

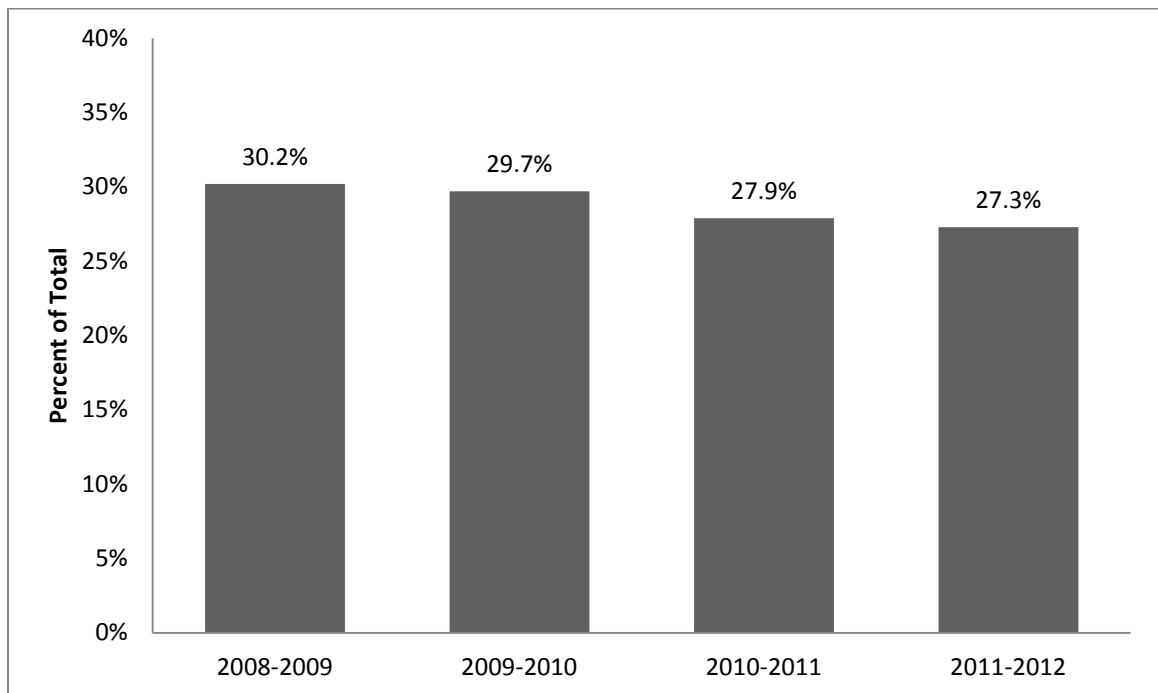


Figure 4. Percent General Fund Support of Overall Student Affairs Operating Budget between FY2009 and FY2012

Table 5

*Percent General Fund Support of Overall Student Affairs Operating Budget by Region and Fiscal Year*

<b>Region</b>	<b>Responses</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Midwest	27	38.15	37.49	36.75	36.29
Northeast	19	28.99	27.94	27.10	26.57
Southeast	37	30.23	29.68	27.95	26.84
Southwest	16	18.68	15.02	12.53	13.53
West	20	38.82	38.28	33.83	32.37
	<b>119</b>	<b>31.66</b>	<b>30.65</b>	<b>28.72</b>	<b>28.08</b>

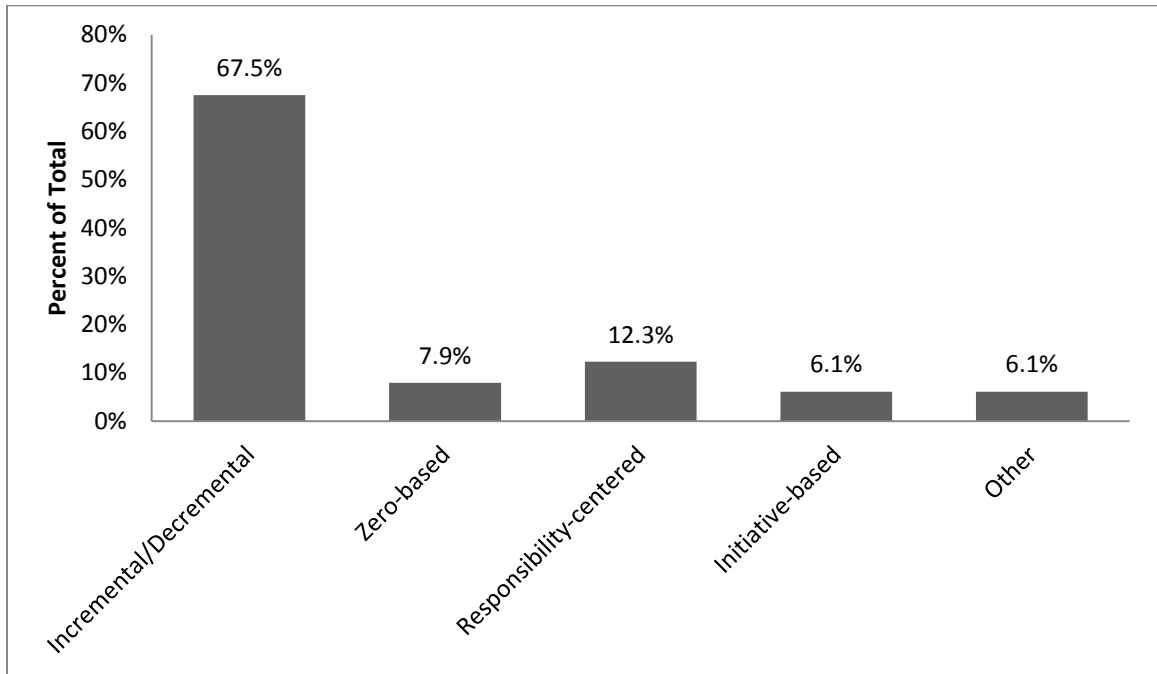
Table 6

*Percent General Fund Support of Overall Student Affairs Operating Budget by Enrollment and Fiscal Year*

<b>Enrollment</b>	<b>Responses</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Less than 1,000	2	15.00	12.50	12.50	11.50
1,000 - 9,999	44	41.23	39.91	37.24	36.45
10,000 - 19,999	36	34.94	34.99	33.09	31.92
20,000 - 29,999	18	21.78	20.78	19.94	19.39
30,000 - 39,999	13	18.06	17.10	15.65	15.26
40,000 - 49,999	2	5.00	4.00	0.00	0.00
More than 50,000	2	16.00	1.00	0.50	9.03
	<b>117</b>	<b>32.20</b>	<b>31.17</b>	<b>29.22</b>	<b>28.56</b>

Senior student affairs officers were asked to describe the budgeting approach used by their institutions. The most utilized budget approach, by far, was the incremental and decremental approach, used by seventy-seven (67.5%) of the respondents. The second most used approach was responsibility-centered budgeting with fourteen (12%) responses followed by zero-based with nine responses (8%). Initiative-based was used by only seven institutions (6%), and seven other SSAOs indicated an “other” option which was largely made up of some blended approach of

the main four options (incremental/decremental, zero-based, responsibility-centered, and initiative-based).



*Figure 5. Approach to Institutional Budgeting*

In recent years, changing financial and political conditions have prompted many colleges and universities to revise internal management and budget principles (Hearn, Lewis, & Kallsen, 2006). These new approaches take many forms as described in the budgeting approaches offered in this research item; however it appears that most institutions still rely on the incremental/decremental approach.

Another important consideration in evaluating the budget environment for the institutions is the locus of control for fee setting and approval. The SSAOs were, therefore, asked to describe the level at which fee setting is controlled for both mandatory and user (or voluntary) fees at their institutions. As illustrated in Figure 6,

institutions have much more control over fee setting for user fees versus mandatory fees. For those mandatory fees, ninety-two (69.2%) institutions indicated they are set by a state or system governing/coordinating board, thirty-three (24.8%) indicated they are set by the institution, and eight (6.0%) indicated they are set by the state government. For user (or voluntary) fees the majority of the respondents, eighty-two (62.1%), indicated they are set at the institutional level, forty-nine (37.1%) reported they are set at the state or system governing/coordinating board level, and only one (0.8%) indicated they are set at the state government level.

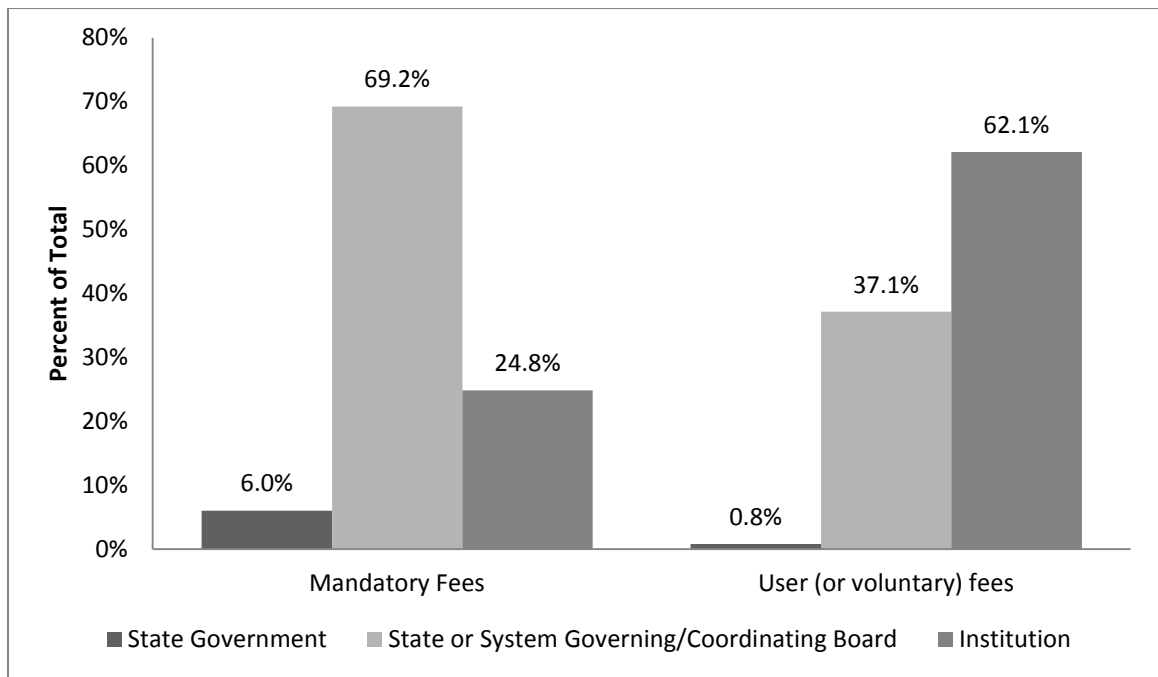


Figure 6. Level of Control for Fee Setting

Oftentimes, mandatory fee setting is tied directly to tuition setting, therefore this may work to the advantage of student affairs units who derive much of their budget from fee dollars. That is to say, given the aforementioned increases in tuition rates



nationwide, student affairs fees may be increasing at the same rate and helping to offset the reductions in general fund dollars. This control mechanism for fee setting speaks directly to the resource dependence dynamic student affairs maintains with the institution. In order to adapt to meet their economic needs, this study will describe some of the strategies undertaken by student affairs units to lessen their dependence on the institution and address the need for increased revenues.

### **Effects of Fiscal Constraints on Student Affairs Services**

Research Question 4. What changes in student affairs programs or services are attributable to fiscal stress?

The next section of the survey was designed to ascertain the impact of financial constraints on student affairs services and the resulting changes that were made. The frequencies for each selection (eliminated, reduced, unchanged, increased, or created) for each student affairs service were tabulated in Table 7. Respondents were able to select and respond based on their own institutional portfolio, therefore not all student affairs areas listed will have the same number of respondents.

Academic advising was only part of 10 respondents' portfolios and, for those institutions, four (40.00%), indicated the area had been increased. The remainder of the frequency counts were: three (30.00%) unchanged, two (20.00%) reduced, and one (10.00%) increased.

According to 41 of the respondents, admissions was a part of their student affairs portfolio and under the direction of the senior student affairs officer. Almost half of the respondents for this area, 20 (48.78%), indicated the admissions service was

increased. The remainder of the frequency counts were: 12 (29.27%) reduced and nine (21.95%) unchanged. None of the respondents indicated that this service had been eliminated or created.

The largest number of respondents, 18 (48.65%), indicated that the assessment, research, and program evaluation area had remained unchanged during the past four years while 10 (27.03%) indicated that it had been increased. The frequency counts for the other changes in this service were: six (16.22%) decreased and three (8.11%) created. None of the respondents indicated that this service had been eliminated.

Athletics was a part of the student affairs portfolio for 22 of the respondents with the majority, 12 (54.55%), indicated that the service had been reduced. The remaining frequency counts for changes in the athletics were: two (9.09%) unchanged and eight (36.36%) increased. None of the respondents indicated that the service had been created or eliminated.

According to nine of the respondents (40.91%), campus safety had been unchanged for their student affairs unit while eight (36.36%) indicated that the area had been increased. The remaining five respondents (22.73%) indicated that the area had been reduced. None responded that the area had been eliminated or created.

The largest number of respondents, 38 (48.72%), indicated the career development area had been decreased over the past four years. An additional 24 (30.77%) indicated that the service had been unchanged. The frequency counts for the other changes were: 15 (19.23%) increased and one (1.28%) eliminated. None of the respondents indicated this service had been created.

A total of 88 respondents indicated that the college or student union fell under the responsibility of the senior student affairs officer with 36 (40.91%) of those responses each indicating that services had decreased and unchanged. The other frequency counts for changes in this service were: 15 (17.05%) increased and one (1.14%) created. None of the respondents indicated that this service had been eliminated.

The majority of respondents, 40 (57.97%), who maintained a community service program indicated that the service had been unchanged over the past four years. The frequency results for the other options were: 18 (26.09%) reduced, 10 (14.49%) increased and one (1.45%) created. None of the respondents indicated that the service had been eliminated, and a total of 69 senior student affairs officers included this service as a part of their institutional portfolio.

According to 30 (56.60%) respondents, the commuter services area for their institution remained unchanged while 16 (30.19%) responded that the service had been decreased. Three (5.66%) institutions increased this service with another three (5.66%) creating a commuter service area. One (1.89%) institution eliminated the area.

The majority of respondents, 39 (41.05%), indicated that counseling and psychological services had been unchanged during the past four years, while 34 (35.79%) increased the area. The frequencies for the other areas were: 21 (22.11%) decreased and one (1.05%) created the area. None of the respondents eliminated this area. A total of 95 of the respondents indicated that counseling and psychological services was included in their student affairs profile.

The dean of students was included as a response for 95 senior student affairs officers with 42 (44.21%) indicating that the area remained unchanged; however 37 (38.95%) responded that the area was decreased. The frequencies for the other options were: 13 (13.68%) increased, two (2.11%) eliminated, and one (1.05%) increased.

Dining and food service was reported by 55 senior student affairs officers to be part of their portfolio with 32 (58.18%) indicating that the area remain unchanged during the past four years. Eighteen (32.73%) responded that the area was increased and five (9.09%) indicated a reduction in services. None of the 55 respondents indicated that the service had been eliminated or created.

The majority of respondents, 37 (44.58%), responded that the disability support service area had been unchanged during the timeframe evaluated with an additional 30 (36.14%) saying the service had been increased. The frequencies for the other options were: 14 (16.87%) reduced and two (2.41%) created. None of the 83 respondents indicated that the service had been eliminated.

Enrollment management was reported by 42 senior student affairs officers to be a part of their institutional portfolio with 21 (50.00%) saying the area had been increased. The frequencies of the other options were: 11 (26.19%) unchanged, nine (21.43%) reduced, and one (2.38%) created. None of the respondents indicated that the service had been eliminated.

Financial aid was reported to be a part of the student affairs portfolio for 44 of the senior student affairs officers who responded. Of those, 15 (34.09%) indicated that the service had been unchanged along with a different 15 (34.09%) who indicated that

the service had been increased. The frequencies for the other options were: 12 (27.27%) decreased and two (4.55%) created. None of the respondents indicated that the area had been eliminated.

Fundraising and fund development was reported by 24 senior student affairs officers to be a part of their institutional portfolio with the majority, 13 (54.17%) responding that the area had been increased. Five (20.83%) indicated that the area remain unchanged, four (16.67%) decreased, and two (8.33%) created. None of the respondents indicated that the service was eliminated.

According to 10 (66.67%) respondents, the graduate and professional student services area for their institution remained unchanged while three (20.00%) responded that the service had been reduced. Two (13.33%) institutions increased this service, and none of the 15 respondents indicated that the service had been eliminated or created.

Greek affairs was reported by 94 senior student affairs officers to be part of their portfolio with 58 (61.70%) indicating that the service remained unchanged during the past four years. Twenty-four (25.53%) responded that the area was reduced, and 10 (10.64%) indicated the area was increased. The number of respondents for creating the area and eliminating the service was one each (1.06%).

The majority of respondents, 36 (40.91%), responded that the health services area had been unchanged during the timeframe evaluated with an additional 27 (30.68%) saying the service had been increased. The frequencies for the other options were: 24 (27.27%) reduced and one (1.14%) created. None of the 88 respondents indicated that the area had been eliminated.

International student services was reported by 29 senior student affairs officers to be a part of their student affairs unit with the majority, 13 (44.83%), saying the service was unchanged in the past four years. Nine (31.03%) indicated the service had been reduced, and seven (24.14%) responded that it had been increased. None of the respondents indicated that the service had been eliminated or created.

The largest number of senior student affairs officers, 103, indicated that judicial affairs was a part of their institutional student affairs portfolio. Of those, 65 (63.11%) responded that the area was unchanged. The frequencies for the other options were: 22 (21.36%) reduced, 14 (13.59%) increased, and two (1.94%) created. None of the respondents indicated the area had been eliminated.

The majority of student affairs respondents, 51 (51.52%), indicated that leadership programs at their institution had been unchanged in the past four years with an additional 25 (25.25%) saying the area had been reduced. Twenty-one (21.21%) indicated the area had been increased, and two (2.02%) created the area in the past four years. None of the 99 respondents indicated the service had been eliminated.

LGBT student services was reported by 72 senior student affairs officers to be a part of their student affairs portfolio with the majority, 48 (66.67%), indicating the service was unchanged in the past four years. The frequencies for the other options were: 12 (16.67%) increased, eight (11.11%) reduced, and four (5.56%) created. None of the respondents indicated that the service had been eliminated.

According to 44 (62.86%) respondents, the multicultural student services area for their institution remain unchanged in the past four years. Fourteen (20.00%)

indicated the area had been increased with an additional 12 (17.14%) reporting the area was reduced. None of the 70 senior student affairs officers that responded indicated the area had been eliminated or created during the timeframe specified.

New student programs was reported by 76 respondents to be a part of their student affairs portfolio with half, 38 (50.00%), indicating the area was unchanged during the past four years. The frequencies for the other options were: 21 (27.63%) increased, 14 (18.42%) reduced, two (2.63%) created, and one (1.32%) eliminated.

The majority of respondents, 44 (55.70%), indicated that orientation programs had been unchanged in the past four years. Twenty-four (30.38%) responded that the area had been increased, 10 (12.66%) reported that the area had been reduced, and one (1.27%) noted that the area had been created. None of the senior student affairs officers responding indicated the area had been eliminated.

A total of 94 respondents indicated that recreation and fitness programs were a part of their student affairs unit. Forty (42.55%) responded that the area had been unchanged while 32 (34.04%) said the area had been increased. The frequencies for the other options were: 21 (22.34%) reduced and one (1.06%) created. None of the respondents indicated the service had been eliminated.

Registration services was reported by 31 senior student affairs officers to be a part of their student affairs portfolio with the majority, 18 (58.06%), indicating the service had been unchanged. Eight (25.81%) responded that the service had been reduced, four (12.90%) that it was increased, and one (3.23%) that it had been newly

created in the past four years. None of the respondents indicated the service had been eliminated.

The majority of student affairs respondents, 31 (77.50%), indicated that the religious programs and services area was unchanged in the past four years. The frequencies for the other options were: eight (20.00%) reduced and one (2.50%) increased. None of the respondents indicated that the area had been eliminated or created in the past four years.

Residence life and housing was reported by 94 senior student affairs officers to be a part of their student affairs portfolio with 44 (46.81%) indicating the area had been unchanged in the past four years. Thirty-one (32.98%) said the area had been increased, while an additional 19 (20.21%) reported it had been reduced. None of the respondents indicated the area had been eliminated or created.

The majority of respondents, 50 (50.51%), indicated the student activities area had remain unchanged during the past four years. The frequencies for the other areas were: 30 (30.30%) reduced, 18 (18.18%) increased, and one (1.01%) created. None of the 99 respondents indicated the area had been eliminated in the past four years.

A women's center was reported by 35 senior student affairs officers to be a part of their portfolio with the majority, 25 (71.43%), indicating the area had remain unchanged in the past four years. The frequencies for the other options were: eight (22.86%) reduced and two (5.71%) increased. None of the 35 respondents indicated the area had been eliminated or created.



Research question four focused on the changes in student affairs programs or services as a function of fiscal stress (eliminated, reduced, increased, created), which are provided in Table 7. In addition, the service area frequencies tabulated for each strategy were rank ordered by count and percentage from most to least affected.

Table 7

*Frequency of Responses to Changes in Student Affairs Services*

Service	Eliminated		Reduced		Unchanged		Increased		Created		Total
	N	%	N	%	N	%	N	%	N	%	N
Academic Advising	0	0.00	2	20.00	3	30.00	4	40.00	1	10.00	10
Admissions	0	0.00	12	29.27	9	21.95	20	48.78	0	0.00	41
Assessment, Research, and Program Evaluation	0	0.00	6	16.22	18	48.65	10	27.03	3	8.11	37
Athletics	0	0.00	12	54.55	2	9.09	8	36.36	0	0.00	22
Campus Safety	0	0.00	5	22.73	9	40.91	8	36.36	0	0.00	22
Career Development	1	1.28	38	48.72	24	30.77	15	19.23	0	0.00	78
College or Student Unions	0	0.00	36	40.91	36	40.91	15	17.05	1	1.14	88
Community Service Programs	0	0.00	18	26.09	40	57.97	10	14.49	1	1.45	69
Commuter Services	1	1.89	16	30.19	30	56.60	3	5.66	3	5.66	53
Counseling and Psychological Services	0	0.00	21	22.11	39	41.05	34	35.79	1	1.05	95
Dean of Students Office	2	2.11	37	38.95	42	44.21	13	13.68	1	1.05	95
Dining and Food Services	0	0.00	5	9.09	32	58.18	18	32.73	0	0.00	55
Disability Support Services	0	0.00	14	16.87	37	44.58	30	36.14	2	2.41	83
Enrollment Management	0	0.00	9	21.43	11	26.19	21	50.00	1	2.38	42
Financial Aid	0	0.00	12	27.27	15	34.09	15	34.09	2	4.55	44
Fundraising and Fund Development	0	0.00	4	16.67	5	20.83	13	54.17	2	8.33	24
Graduate and Professional Student Services	0	0.00	3	20.00	10	66.67	2	13.33	0	0.00	15
Greek Affairs	1	1.06	24	25.53	58	61.70	10	10.64	1	1.06	94
Health Services	0	0.00	24	27.27	36	40.91	27	30.68	1	1.14	88
International Student Services	0	0.00	9	31.03	13	44.83	7	24.14	0	0.00	29
Judicial Affairs	0	0.00	22	21.36	65	63.11	14	13.59	2	1.94	103
Leadership Programs	0	0.00	25	25.25	51	51.52	21	21.21	2	2.02	99
LGBT Student Services	0	0.00	8	11.11	48	66.67	12	16.67	4	5.56	72
Multicultural Student Services	0	0.00	12	17.14	44	62.86	14	20.00	0	0.00	70
New Student Programs	1	1.32	14	18.42	38	50.00	21	27.63	2	2.63	76

Table 7 (cont.)

Service	Eliminated		Reduced		Unchanged		Increased		Created		Total
	N	%	N	%	N	%	N	%	N	%	N
Orientation	0	0.00	10	12.66	44	55.70	24	30.38	1	1.27	79
Recreation and Fitness Programs	0	0.00	21	22.34	40	42.55	32	34.04	1	1.06	94
Registration Services	0	0.00	8	25.81	18	58.06	4	12.90	1	3.23	31
Religious Programs and Services	0	0.00	8	20.00	31	77.50	1	2.50	0	0.00	40
Residence Life and Housing	0	0.00	19	20.21	44	46.81	31	32.98	0	0.00	94
Student Activities	0	0.00	30	30.30	50	50.51	18	18.18	1	1.01	99
Women's Center	0	0.00	8	22.86	25	71.43	2	5.71	0	0.00	35
<b>Total</b>	<b>6</b>	<b>0.00</b>	<b>492</b>	<b>24.90</b>	<b>967</b>	<b>48.94</b>	<b>477</b>	<b>24.14</b>	<b>34</b>	<b>1.72</b>	<b>1976</b>

Based on the findings, university financial constraints did not have a significant impact on the elimination of student services for the institutions surveyed. Five of the 32 areas were eliminated due to fiscal stress over the past four years: career development (1, 1.28%), commuter services (1, 1.89%), dean of students office (2, 2.11%), Greek affairs (1, 1.06%), and new student programs (1, 1.32%). Conversely, twenty-one new student affairs areas were created during the past four years including: academic advising (1, 10.00%), assessment, research, and program evaluation (3, 8.11%), college or student unions (1, 1.14%), community service programs (1, 1.45%), commuter services (3, 5.66%), counseling and psychological services (1, 1.05%), dean of students office (1, 1.05%), disability support services (2, 2.41%), enrollment management (1, 2.38%), financial aid (2, 4.55%), fundraising and fund development (2, 8.33%), Greek affairs (1, 1.06%), health services (1, 1.14%), judicial affairs (2, 1.94%), leadership programs (2, 2.02%), LGBT student services (4, 5.56%), new student programs (2, 2.63%), orientation (1, 1.27%), recreation and fitness programs (1, 1.06%), registration services (1, 3.23%), and student activities (1, 1.01%).

Two groups were identified by ranking both the percentage of response and the count of response indicating a reduction in services. Athletics was reported to have the largest percent reduction in services among those institutions with it as part of their student affairs operation with twelve of the twenty-two schools (54.55%) indicating it had been reduced. Following athletics in the top five, in rank order of most to least affected by percentage, included: career development (38, 48.72%), college or student unions (36, 40.91%), dean of student office (37, 38.95%), and international student

services (9, 31.03%). By participant count, career development was found to be most affected by reduction with 38 of the 78 schools reporting it had been reduced (48.72%). The four areas to follow career development in reductions included: dean of students office (37, 38.95%), college or student unions (36, 40.91%), student activities (30, 30.30%), and leadership programs (25, 25.25%). Table 8 provides a rank order of the frequencies of student affairs services reduced by percentage and count due to fiscal stress in the past four years.

Table 8

*Frequency Ranking of Changes to Student Affairs Services (Reduced)*

Service	By percentage		Service	By response	
	N	%		N	%
Athletics	12	54.55	Career Development	38	48.72
Career Development	38	48.72	Dean of Students Office	37	38.95
College or Student Unions	36	40.91	College or Student Unions	36	40.91
Dean of Students Office	37	38.95	Student Activities	30	30.30
International Services	9	31.03	Leadership Programs	25	25.25
Student Activities	30	30.30	Greek Affairs	24	25.53
Commuter Services	16	30.19	Health Services	24	27.27
Admissions	12	29.27	Judicial Affairs	22	21.36
Health Services	24	27.27	Counseling & Psychological Services	21	22.11
Financial Aid	12	27.27	Recreation Programs	21	22.34
Community Service Programs	18	26.09	Residence Life and Housing	19	20.21
Registration Services	8	25.81	Community Service Programs	18	26.09
Greek Affairs	24	25.53	Commuter Services	16	30.19
Leadership Programs	25	25.25	Disability Support Services	14	16.87
Women's Center	8	22.86	New Student Programs	14	18.42

Based on the findings, most student affairs areas were unchanged during the past four years by fiscal stress. Almost half of the student affairs areas included (15, 46.88%) had more than 50 percent of respondents indicating the area had remained unchanged during the past four years. By percent ranking, the top five areas to remain unchanged included: religious programs and services (31, 77.50%), women's center (25, 71.43%), graduate and professional services (10, 66.67%), LGBT student services (48, 66.67%), and judicial affairs (65, 63.11%). By respondent count, the rank ordering of the top five included: judicial affairs (65, 63.11%), Greek affairs (58, 61.70%), leadership programs (51, 51.52%), student activities (50, 50.51%), and LGBT student services (48, 66.67%). Table 9 provides a frequency rank ordering of the top ten by percentage and count for student affairs areas that were unchanged.

While some student service areas were affected by fiscal stress in the form of elimination or reduction, it appears that most areas were unaffected. This is likely the result of leadership utilizing internal strategies for managing overall budget reductions combined with activity in revenue-generating activities to offset the impact of institutional cuts. While many areas are described as being unchanged by respondents, this chosen response and the resulting activities utilized to mitigate reductions or eliminations will be illuminated further later in this study.

Table 9

*Frequency Ranking of Changes to Student Affairs Services (Unchanged)*

Service	By percentage		Service	By response	
	N	%		N	%
Religious Programs & Services	31	77.50	Judicial Affairs	65	63.11
Women's Center	25	71.43	Greek Affairs	58	61.70
Graduate & Professional Student Services	10	66.67	Leadership Programs	51	51.52
LGBT Student Services	48	66.67	Student Activities	50	50.51
Judicial Affairs	65	63.11	LGBT Student Services	48	66.67
Multicultural Student Services	44	62.86	Multicultural Student Services	44	62.86
Greek Affairs	58	61.70	Orientation	44	55.70
Dining and Food Services	32	58.18	Residence Life and Housing	44	46.81
Registration Services	18	58.06	Dean of Students Office	42	44.21
Community Service Programs	40	57.97	Community Service Programs	40	57.97
Commuter Services	30	56.60	Recreation & Fitness Programs	40	42.55
Orientation	44	55.70	Counseling & Psychological Services	39	41.05
Leadership Programs	51	51.52	New Student Programs	38	50.00
Student Activities	50	50.51	Disability Support Services	37	44.58
New Student Programs	38	50.00	College or Student Unions	36	40.91



A rank order of the frequency of responses to an increase in services showed the area most affected was fundraising and fund development (13, 54.17%) by percentage and counseling and psychological services (34, 35.79%) by respondent count. The areas following fundraising by percentage were enrollment management (21, 50.00%), admissions (20, 48.78%), academic advising (4, 40.00%), campus safety (8, 36.36%), and athletics (8, 36.36%). By count, the areas following counseling included: recreation and fitness programs (32, 34.04%), residence life and housing (31, 32.98%), disability support services (30, 36.14%), and health services (27, 30.68%). Table 10 provides a rank order by percentage and count of the top ten areas receiving an increase in student affairs services over the past four years.

Table 10

*Frequency Ranking of Changes to Student Affairs Services (Increased)*

Service	By percentage		Service	By response	
	N	%		N	%
Fundraising & Fund Development	13	54.17	Counseling and Psychological Services	34	35.79
Enrollment Management	21	50.00	Recreation and Fitness Programs	32	34.04
Admissions	20	48.78	Residence Life and Housing	31	32.98
Academic Advising	4	40.00	Disability Support Services	30	36.14
Campus Safety	8	36.36	Health Services	27	30.68
Athletics	8	36.36	Orientation	24	30.38
Disability Support Services	30	36.14	Leadership Programs	21	21.21
Counseling and Psychological Services	34	35.79	New Student Programs	21	27.63
Financial Aid	15	34.09	Enrollment Management	21	50.00
Recreation and Fitness Programs	32	34.04	Admissions	20	48.78
Residence Life and Housing	31	32.98	Student Activities	18	18.18
Dining and Food Services	18	32.73	Dining and Food Services	18	32.73
Health Services	27	30.68	College or Student Unions	15	17.05
Orientation	24	30.38	Career Development	15	19.23
New Student Programs	21	27.63	Financial Aid	15	34.09

In many ways, the increasing services rank ordering (as shown in Table 10) illustrates the current trends in student affairs operations across the country. Fundraising has become a much more active initiative in recent years as student affairs units attempt to connect with past student leaders and community supporters. This usually takes the form of some partnership with the institution's development office to tap into those relationships, and these activities were widely reported to be utilized for the respondents in this research. "Creating a culture of giving" for current students and "being creative in our asks" for corporate and foundation organizations were both reported as strategies for increasing revenue in this study. Also being recognized is the revenue potential in both increasing enrollments as well as attracting out-of-state students to the institution. For those student affairs units that maintained an enrollment management unit, there is clear potential for, as one respondent put it, "changing enrollment patterns to greater percentages of out-of-state students and international (students)".

By response, counseling and psychological services was the most increased area of any reported. This fits with the literature (Gallagher, 2011; Zivin, Eisenberg, Gollust, & Golberstein, 2008) which has shown that more students are utilizing campus counseling services. In addition, over the past five years, counseling center directors have found increases in crisis-related issues requiring an immediate response such as alcohol abuse, illicit drug use, eating disorders, and self-injury. Even with these additional needs for services, Gallagher (2011) found that nearly 30% of centers maintain a waiting list and,

therefore, are utilizing a number of methods to respond more efficiently to student needs.

Recreation and residence life programs were also found to be increased which likely is a result of the fee-ability these units maintain. At most schools, these units are funded through a student fee which results in a stable funding base and direct revenue stream that can be increased as needed to cover expenses.

### **Changes in Student Affairs**

Research Question 5. What strategies did the senior student affairs officer utilize to respond to decreasing financial support?

Section four of the survey asked senior student affairs officers to indicate the strategies utilized to manage fiscal stress within their units. The frequencies for each option (establish or increase mandatory student fee, establish or increase a user fee, external fundraising, outsourcing/public-private partnerships, grant writing, and internal reallocation) for each student affairs area were tabulated in Table 11. Respondents could select more than one option per service area, therefore the number of responses per area is not necessarily reflective of the number of institutions responding to that item. For instance, a single institution may have both increased the athletics mandatory student fee while also increasing the ticket prices at athletics events (user fee). However, it is accurate to indicate number of respondents within each strategy option since no senior student affairs officer could select the same option twice for that specific area.

According to five (45.45%) of the responses, the academic advising area experienced internal reallocation in response to fiscal stress. An additional three (27.27%) responses indicated grant writing had been utilized, two (18.18%) used external fundraising, and one (9.09%) established or increased a mandatory student fee to manage fiscal stress.

A large number of respondents, 24 (68.57%), indicated the admissions area had experienced internal reallocation during the past four years. Five (14.29%) institutions established or increased a user fee and three (8.57%) established or increased a mandatory student fee. One respondent each (2.86%) indicated the service had pursued external fundraising, utilized outsourcing, and grant writing during the past four years.

Of the 32 responses in the area of assessment, research, and program evaluation, a large majority (27, 84.38%) indicated the area had experienced internal reallocation. The remaining strategies included: outsourcing (2, 6.25%), establishing or increasing a mandatory fee (1, 3.13%), establishing or increasing a user fee (1, 3.13%), and external fundraising (1, 3.13%).

The athletics area experienced a variety of strategies with most respondents, 13 (38.24%), indicating external fundraising and 10 (29.41%) establishing or increasing a mandatory fee. The remaining strategies included: six (17.65%) using internal reallocation, three (8.82%) establishing or increasing a user fee, one (2.94%) outsourcing, and one (2.94%) engaging in grant writing. A total of 34 responses were recorded for this area.

Campus safety received 29 responses with 10 (34.48%) indicating that internal reallocation was the strategy for managing fiscal stress over the past four years. Seven institutions (24.14%) pursued grant writing and eight (27.59%) established or increased a user fee. The remaining responses included: three (10.34%) established or increased a mandatory fee and one (3.45%) sought external fundraising.

Of the 84 strategy responses for career development, internal reallocation was indicated the most (36, 42.86%) followed by external fundraising (22.62%). The remaining strategies identified were: nine (10.71%) established or increased a mandatory fee, nine (10.71%) engaged in grant writing, eight (9.52%) established or increased a user fee, and three (3.57%) pursued outsourcing/public-private partnerships.

According to 31 (34.44%) of the responses, the college or student unions area established or increased a mandatory fee to manage fiscal stress in the past four years. Twenty-four (26.67%) of the responses indicated an internal reallocation had occurred with an additional eighteen (20.00%) responses indicating a user fee had been established or increased. Seven responses each (7.78%) indicated external fundraising and outsourcing with the remaining three responses (3.33%) indicating grant writing. A total of ninety responses were recorded for this student affairs area.

Community service programs were scattered in their approaches to managing fiscal stress. The largest number of responses, 23 (38.98%), indicated an internal reallocation had occurred. The remaining responses included: 11 (18.64%) grant writing, 10 (16.95%) established or increased a mandatory fee, eight (13.6%) external

fundraising, six (10.17%) established or increased a user fee, and one (1.69%) outsourcing.

The majority of responses, 20 (60.61%), for commuter services indicated that the area experienced an internal reallocation in the past four years to manage fiscal stress. Six (18.18%) responses established or increased a mandatory fee, four (12.12%) pursued external fundraising, and the remaining three (9.09%) established or increased a user fee. There were a total of 33 responses to this student affairs area.

Counseling and psychological services received the largest number of responses, one 110, for any student affairs area. Thirty-seven (33.64%) of the responses indicated a mandatory student fee had been established or increased and the same number, 37 (33.64%), indicated an internal reallocation had occurred. Fifteen (13.64%) responses indicated a user fee had been established or increased, and 12 (10.91%) indicated grant writing activities had been utilized. The remaining strategies were outsourcing with five (4.55%) and external fundraising with four (3.64%).

The majority of dean of students office responses, 44 (73.33%), indicated that an internal reallocation had occurred. The remaining strategies were spread among the following options: six (10.00%) established or increased a mandatory fee, four (6.67%) pursued external fundraising, four (6.67%) engaged in grant writing, and two (3.33%) established or increased a user fee. The total number of responses for this student affairs area was 60.

Dining and food services received a total of 44 responses on strategies for managing fiscal stress over the past four years. Of those responses, 21 (47.73%)

indicated that a user fee had been established or increased and an additional 10 (22.73%) indicated that a mandatory fee had been established or increased. The remaining responses included: seven (15.91%) pursued outsourcing, five (11.36%) experienced internal reallocation, and one (2.27%) introduced grant writing as a strategy.

The majority of the responses for disability support services, 41 (67.21%), indicated an internal reallocation had occurred in the past four years. The remaining strategies included: seven (11.48%) established or increased a mandatory fee, five (8.20%) established or increased a user fee, four (6.56%) utilized grant writing, three (4.92%) pursued external fundraising, and one (1.64%) sought public-private partnerships/outsourcing to manage fiscal stress.

The large majority, 19 (86.36%), of enrollment management responses indicated an internal reallocation had occurred at their institution within student affairs. The remaining three responses were two (9.09%) indicating external fundraising had been pursued and one (4.55%) signaling that a user fee had been established or increased.

Financial aid also experienced a large response rate for internal reallocation with 19 (65.52%) responses. Seven (24.14%) sought external fundraising to help manage the fiscal stress, two (6.90%) utilized grant writing, and one (3.45%) indicated outsourcing as the strategy. There were a total of 29 responses for the financial aid student affairs area.

According to 10 (50.00%) of the responses, external fundraising was the selected strategy for managing fiscal stress in the area of fundraising and fund development.



Eight (40.00%) reported that internal reallocation had occurred and the remaining two responses (10.00%) indicated grant writing activities had been undertaken.

Graduate and professional student services received the fewest number of responses, seven, but of those, three (42.86%) indicated a mandatory fee had been established or increased and an additional three (42.86%) experienced an internal reallocation. The remaining one response (14.29%) established or increased a user fee to manage fiscal stress during the past four years.

The Greek affairs area received a total of 50 responses spread across five different strategy options with the largest number of responses being recorded for internal reallocation (20, 40.00%). The remaining strategies indicated were: 11 (22.00%) established or increased a mandatory fee, 10 (20.00%) established or increased a user fee, seven (14.00%) sought external fundraising, and two (4.00%) pursued grant writing.

Health services received the second most responses, 98, for those institutions that maintained the area under the student affairs portfolio. Each of the six strategy options were indicated with the largest number, 41 (41.84%), indicating that a mandatory fee had been established or increased in the past four years. Twenty-four (24.49%) established or increased a user fee to manage fiscal stress and 18 (18.37%) indicated an internal reallocation had occurred. The remaining options selected were: seven (7.14%) pursued outsourcing, seven (7.14%) undertook grant writing, and one (1.02%) sought external fundraising.

Utilizing a fee was the preferred method of choice for international student services with seven (30.43%) establishing or increasing a user fee with an additional five

(21.74%) establishing or increasing a mandatory fee. Nine institutions (39.13%) utilized an internal reallocation to mitigate financial issues and the remaining two responses (8.70%) indicated that external fundraising was pursued.

A total of 61 responses were recorded for judicial affairs with the clear majority, 44 (72.13%), indicating that internal reallocation was utilized to manage fiscal stress. The remaining options identified included: nine (14.75%) established or increased a user fee, seven (11.48%) established or increased a mandatory fee, and one (1.64%) pursued external fundraising.

According to 33 (42.86%) of the responses, leadership programs were internally reallocated by the responding senior student affairs officer. There were an additional 15 (19.48%) responses indicating the area had established or increased a mandatory student fee and fourteen (18.18%) sought external fundraising to manage fiscal stress. The remaining options selected included: six (7.79%) established or increased a user fee, six (7.79%) engaged in grant writing, and three (3.90%) sought outsourcing/public-private partnerships in the past four years.

The majority of responses for LGBT student services, 23 (60.53%), indicated the area had experienced an internal reallocation within their student affairs unit. Of the remaining 15 responses, seven (18.42%) established or increased a mandatory fee, four (10.53%) pursued external fundraising, three (7.89%) sought grant money, and one (2.63%) established or increased a user fee. There were a total of 38 responses for this student affairs area.

Multicultural student services primarily utilized internal reallocation to manage fiscal stress with 25 (52.08%) of the responses indicating that strategy for the senior student affairs officers responding. The remaining options selected included: nine (18.75%) established or increased a mandatory fee, seven (14.58%) pursued external fundraising, five (10.42%) engaged in grant writing, one (2.08%) established or increased a user fee, and one (2.08%) pursued outsourcing in the past four years.

Senior student affairs officers with new student programs reported a variety of responses to fiscal stress with the establishment or increase of a user fee as the top response (21, 34.43%). Second was the response of internal reallocation with 20 (32.79%) responses. Fourteen (22.95%) institutions established or increased a mandatory student fee to manage fiscal stress and, of the remaining responses, five (8.20%) sought external fundraising and one (1.64%) pursued grant opportunities. There were a total of 61 responses for the new student programs area.

According to 31 (41.33%) responses, orientation areas relied on the establishment or increase of a user fee to manage fiscal stress over the past four years and an additional 21 (28.00%) responses indicated a mandatory fee had been established or increased. The remaining responses were scattered across the four other strategies and included the following: 17 (22.67%) internal reallocation, three (4.00%) external fundraising, two (2.67%) outsourcing, and one (1.33%) grant writing. There were a total of 75 responses identified for the orientation areas included.

Almost half, 41 (47.13%), of the responses for recreation and fitness programs identified the establishment or increase of a mandatory student fee as the strategy for

managing fiscal stress. Nineteen (21.84%) experienced internal reallocation while an additional 16 (18.39%) established or increased user fees during the past four years. The remaining strategies identified were: five (5.75%) utilized outsourcing, four (4.60%) sought external fundraising, and two (2.30%) participated in grant writing. Senior student affairs officers identified a total of 87 financial management responses for recreation and fitness programs.

Of the 14 responses for registration services, eight (57.14%) identified an internal reallocation as the strategy for managing fiscal constraints. The remaining responses included five (35.71%) for establishing or increasing a user fee and one (7.14%) for establishing or increasing a mandatory fee.

A majority of religious program and service responses, 14 (82.35%), indicated that an internal reallocation had occurred as a result of fiscal stress in the past four years. The frequency counts for other changes were: one (5.88%) established or increased a mandatory fee, one (5.88%) pursued external fundraising, and one (5.88%) sought outsourcing/public-private partnership opportunities.

The residence life and housing responses were largely focused on fee generation with 38 (44.19%) indicating the establishment or increase of a user fee and an additional 25 (29.07%) utilizing the establishment or increase of a mandatory student fee. The frequency counts for other response options were: 16 (18.60%) internal reallocation, five (5.81%) outsourcing, one (1.16%) external fundraising, and one (1.16%) grant writing. There were a total of 86 responses for this student affairs area.

The student activities area saw the largest number of responses, 34 (40.48%), for the establishment or increase of a mandatory student fee. Next, 29 (34.52%) institutions experienced an internal reallocation and eleven (13.10%) established or increased a user fee. The remaining strategies indicated were: seven (8.33%) external fundraising, two (2.38%) grant writing, and one (1.19%) outsourcing/public-private partnerships. There were a total of 84 responses for the student activities area by senior student affairs officers at public institutions.

Of the 23 responses regarding the women's center, the majority, 14 (60.87%), indicated that an internal reallocation had occurred in the past four years. Four (17.39%) established or increased a mandatory student fee with another three (13.04%) that did the same with a user fee. The remaining two (8.70%) responses signaled an effort to pursue grant opportunities. There were a total of 23 strategy option responses from respondents.

A summary of the frequency of responses indicating fiscal stress strategies (establish or increase mandatory fee, establish or increase user fee, external fundraising, outsourcing, grant writing, internal reallocation) for each student affairs area is provided in Table 11. Research question 5 focused on determining the response of senior student affairs officers to decreasing financial support. To address this research question, the frequencies tabulated are ranked, by percentage and count, for each of the student affairs areas to illustrate the services most affected.

Table 11

*Frequency of Responses to Shifts in Student Affairs Funding*

Area	Establish or increase mandatory student fee		Establish or increase user fee		External fundraising		Outsourcing / Public-private partnerships		Grant writing		Internal reallocation		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Academic Advising	1	9.09	0	0.0	2	18.18	0	0.00	3	27.27	5	45.45	11
Admissions	3	8.57	5	14.29	1	2.86	1	2.86	1	2.86	24	68.57	35
Assessment, Research, & Program Evaluation	1	3.13	1	3.13	1	3.13	2	6.25	0	0.00	27	84.38	32
Athletics	10	29.41	3	8.82	13	38.24	1	2.94	1	2.94	6	17.65	34
Campus Safety	3	10.34	8	27.59	1	3.45	0	0.00	7	24.14	10	34.48	29
Career Development	9	10.71	8	9.52	19	22.62	3	3.57	9	10.71	36	42.86	84
College or Student Unions	31	34.44	18	20.00	7	7.78	7	7.78	3	3.33	24	26.67	90
Community Service Programs	10	16.95	6	10.17	8	13.56	1	1.69	11	18.64	23	38.98	59
Commuter Services	6	18.18	3	9.09	4	12.12	0	0.00	0	0.00	20	60.61	33
Counseling and Psychological Services	37	33.64	15	13.64	4	3.64	5	4.55	12	10.91	37	33.64	110
Dean of Students Office	6	10.00	2	3.33	4	6.67	0	0.00	4	6.67	44	73.33	60
Dining and Food Services	10	22.73	21	47.73	0	0.00	7	15.91	1	2.27	5	11.36	44
Disability Support Services	7	11.48	5	8.20	3	4.92	1	1.64	4	6.56	41	67.21	61
Enrollment Management	0	0.00	1	4.55	2	9.09	0	0.00	0	0.00	19	86.36	22
Financial Aid	0	0.00	0	0.00	7	24.14	1	3.45	2	6.90	19	65.52	29
Fundraising and Fund Development	0	0.00	0	0.00	10	50.00	0	0.00	2	10.00	8	40.00	20
Graduate and Professional Student Services	3	42.86	1	14.29	0	0.00	0	0.00	0	0.00	3	42.86	7
Greek Affairs	11	22.00	10	20.00	7	14.00	0	0.00	2	4.00	20	40.00	50

Table 11 (cont.)

Area	Establish or increase mandatory student fee		Establish or increase user fee		External fundraising		Outsourcing / Public-private partnerships		Grant writing		Internal reallocation		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Health Services	41	41.84	24	24.49	1	1.02	7	7.14	7	7.14	18	18.37	98
International Student Services	5	21.74	7	30.43	2	8.70	0	0.00	0	0.00	9	39.13	23
Judicial Affairs	7	11.48	9	14.75	1	1.64	0	0.00	0	0.00	44	72.13	61
Leadership Programs	15	19.48	6	7.79	14	18.18	3	3.90	6	7.79	33	42.86	77
LGBT Student Services	7	18.42	1	2.63	4	10.53	0	0.00	3	7.89	23	60.53	38
Multicultural Student Services	9	18.75	1	2.08	7	14.58	1	2.08	5	10.42	25	52.08	48
New Student Programs	14	22.95	21	34.43	5	8.20	0	0.00	1	1.64	20	32.79	61
Orientation	21	28.00	31	41.33	3	4.00	2	2.67	1	1.33	17	22.67	75
Recreation and Fitness Programs	41	47.13	16	18.39	4	4.60	5	5.75	2	2.30	19	21.84	87
Registration Services	1	7.14	5	35.71	0	0.00	0	0.00	0	0.00	8	57.14	14
Religious Programs and Services	1	5.88	0	0.00	1	5.88	1	5.88	0	0.00	14	82.35	17
Residence Life and Housing	25	29.07	38	44.19	1	1.16	5	5.81	1	1.16	16	18.60	86
Student Activities	34	40.48	11	13.10	7	8.33	1	1.19	2	2.38	29	34.52	84
Women's Center	4	17.39	3	13.04	0	0.00	0	0.00	2	8.70	14	60.87	23
<b>Total</b>	<b>373</b>	<b>23.28</b>	<b>280</b>	<b>17.48</b>	<b>143</b>	<b>8.92</b>	<b>54</b>	<b>3.37</b>	<b>92</b>	<b>5.74</b>	<b>660</b>	<b>41.20</b>	<b>1602</b>

A ranking of the frequency of responses indicating that a mandatory student fee had been established or increased showed that a number of areas experienced changes during the past four years. Top among them, both by percentage and count, was the recreation and fitness program area (41, 47.13%). The remaining top five, ranked from highest percentage to lowest, included: graduate and professional student services (3, 42.86%), health services (41, 41.84%), student activities (34, 40.48%), and college or student unions (31, 34.44%). By count, the remaining top five included: health services (41, 41.84%), counseling and psychological services (37, 33.64%), student activities (34, 40.48%), and college or student unions (31, 34.44%). Twenty-nine of the 32 areas (90.62%) were selected by a senior student affairs officer for this specific response leaving only enrollment management, financial aid, and fundraising and fund development as those areas that were not selected by at least one institution indicating a mandatory student fee had been established or increased in the past four years. Table 12 provides a rank order of the frequencies, by percentage and count, for the 15 most affected areas within this strategy.



Table 12

*Frequency Ranking of Establish or Increase a Mandatory Student Fee*

Area	By percent		Area	By response	
	N	%		N	%
Recreation and Fitness	41	47.13	Health Services	41	41.84
Graduate and Professional Student Services	3	42.86	Recreation and Fitness	41	47.13
Health Services	41	41.84	Counseling and Psychological Services	37	33.64
Student Activities	34	40.48	Student Activities	34	40.48
College or Student Unions	31	34.44	College or Student Unions	31	34.44
Counseling and Psychological Services	37	33.64	Residence Life and Housing	25	29.07
Athletics	10	29.41	Orientation	21	28.00
Residence Life and Housing	25	29.07	Leadership Programs	15	19.48
Orientation	21	28.00	New Student Programs	14	22.95
New Student Programs	14	22.95	Greek Affairs	11	22.00
Dining and Food Services	10	22.73	Athletics	10	29.41
Greek Affairs	11	22.00	Community Service Programs	10	16.95
International Student Services	5	21.74	Dining and Food Services	10	22.73
Leadership Programs	15	19.48	Career Development	9	10.71
Multicultural Student Services	9	18.75	Multicultural Student Services	9	18.75

A ranking of the frequency of responses, by percentage and count, for the establishment or increase of a user fee also showed a number of areas affected throughout student affairs. Twenty-eight (87.50%) of the student affairs areas listed were included by at least one institution and the only ones not appearing were academic advising, financial aid, fundraising and fund development, and religious programs and services. By percentage, dining and food services was reported by the largest number of respondents (21, 47.73%) and, by count, it was residence life and housing (38, 44.19%). The other top areas indicated, by percentage, included: residence life and housing (38, 44.19%), orientation (31, 41.33%), registration services (5, 35.71%), and new student programs (21, 34.43%). By count, the other top areas affected were: orientation (31, 41.33%), health services (24, 24.49%), new student programs (21, 34.43%), and dining and food services (21, 47.73%).

Table 13

*Frequency Ranking of Establish or Increase a User Fee*

Area	By percent		Area	By response	
	N	%		N	%
Dining and Food Services	21	47.73	Residence Life and Housing	38	44.19
Residence Life and Housing	38	44.19	Orientation	31	41.33
Orientation	31	41.33	Health Services	24	24.49
Registration Services	5	35.71	New Student Programs	21	34.43
New Student Programs	21	34.43	Dining and Food Services	21	47.73
International Student Services	7	30.43	College or Student Unions	18	20.00
Campus Safety	8	27.59	Recreation and Fitness	16	18.39
Health Services	24	24.49	Counseling and Psychological Services	15	13.64
College or Student Unions	18	20.00	Student Activities	11	13.10
Greek Affairs	10	20.00	Greek Affairs	10	20.00
Recreation and Fitness Programs	16	18.39	Judicial Affairs	9	14.75
Judicial Affairs	9	14.75	Career Development	8	9.52
Admissions	5	14.29	Campus Safety	8	27.59
Graduate and Professional Student Services	1	14.29	International Student Services	7	30.43
Counseling and Psychological Services	15	13.64	Leadership Programs	6	7.79

While 28 (87.50%) of the student affairs areas listed also indicated utilizing external fundraising as a strategy, the overall number of responses among the respondents was much lower as compared to the fee modification options (mandatory and user-based) and internal reallocation. By percentage and ranked from most to least affected, these areas included fundraising and fund development (10, 50.00%), athletics (13, 38.24%), financial aid (7, 24.14%), career development (19, 22.62%), leadership programs (14, 18.18%), and academic advising (2, 18.18%). By count, the areas ranked included career development (19, 22.6%), leadership programs (14, 18.18%), athletics (13, 38.24%), fundraising and fund development (10, 50.00%), and community service programs (8, 13.56%).

Table 14

*Frequency Ranking of External Fundraising*

Area	By percent		Area	By response	
	N	%		N	%
Fundraising and Fund Development	10	50.00	Career Development	19	22.62
Athletics	13	38.24	Leadership Programs	14	18.18
Financial Aid	7	24.14	Athletics	13	38.24
Career Development	19	22.62	Fundraising and Fund Development	10	50.00
Leadership Programs	14	18.18	Community Service Programs	8	13.56
Academic Advising	2	18.18	College or Student Unions	7	7.78
Multicultural Student Services	7	14.58	Greek Affairs	7	14.00
Greek Affairs	7	14.00	Student Activities	7	8.33
Community Service Programs	8	13.56	Multicultural Student Services	7	14.58
Commuter Services	4	12.12	Financial Aid	7	24.14
LGBT Student Services	4	10.53	New Student Programs	5	8.20
Enrollment Management	2	9.09	Recreation and Fitness Programs	4	4.60
International Student Services	2	8.70	Counseling and Psych Services	4	3.64
Student Activities	7	8.33	Commuter Services	4	12.12
New Student Programs	5	8.20	Dean of Students Office	4	6.67

The outsourcing/public-private partnership strategy received the fewest number of responses overall, 54 (3.37%), and was recognized by a strategy for 18 (56.25%) of the 32 areas. This represented the lowest for any of the strategy options. By percentage ranking, the areas ranked from most to least affected were dining and food services (7, 15.91%), college or student unions (7, 7.78%), health services (7, 7.14%), assessment, research, and program evaluation (2, 6.25%), and religious programs and services (1, 5.88%). By count, the areas included were college or student unions (7, 7.78%), health services (7, 7.14%), dining and food services (7, 15.91%), recreation and fitness programs (5, 5.75%), and counseling and psychological services (5, 4.55%).

Table 15

*Frequency Ranking of Outsourcing/Public-Private Partnerships*

Area	By percent		Area	By response	
	N	%		N	%
Dining and Food Services	7	15.91	College or Student Unions	7	7.78
College or Student Unions	7	7.78	Health Services	7	7.14
Health Services	7	7.14	Dining and Food Services	7	15.91
Assessment, Research, & Program Evaluation	2	6.25	Recreation and Fitness	5	5.75
Religious Programs and Services	1	5.88	Counseling and Psychological Services	5	4.55
Residence Life and Housing	5	5.81	Residence Life and Housing	5	5.81
Recreation and Fitness	5	5.75	Career Development	3	3.57
Counseling and Psychological Services	5	4.55	Leadership Programs	3	3.90
Leadership Programs	3	3.90	Orientation	2	2.67
Career Development	3	3.57	Assessment, Research, & Program Evaluation	2	6.25
Financial Aid	1	3.45	Athletics	1	2.94
Athletics	1	2.94	Financial Aid	1	3.45
Admissions	1	2.86	Multicultural Student Services	1	2.08
Orientation	2	2.67	Community Service Programs	1	1.69
Multicultural Student Services	1	2.08	Student Activities	1	1.19

Grant writing was a less utilized strategy with 24 (75.00%) areas, and 92 (5.74%) total responses, indicating this had been pursued in the past four years to manage fiscal stress. By percentage frequency, academic advising was ranked first with three (27.27%) institutions indicating the strategy had been utilized and, by count frequency, counseling and psychological services was first with 12 (10.91%) responses. The remaining top five areas by percentage included campus safety (7, 24.14%), community service programs (11, 18.64%), counseling and psychological services (12, 10.91%), and career development (9, 10.71%). By frequency count, the ranked areas included community service programs (11, 18.64%), career development (9, 10.71%), campus safety (7, 24.14%), and health services (7, 7.14%).



Table 16

*Frequency Ranking of Grant Writing*

Area	By percent		Area	By response	
	N	%		N	%
Academic Advising	3	27.27	Counseling and Psychological Services	12	10.91
Campus Safety	7	24.14	Community Service Programs	11	18.64
Community Service Programs	11	18.64	Career Development	9	10.71
Counseling and Psychological Services	12	10.91	Campus Safety	7	24.14
Career Development	9	10.71	Health Services	7	7.14
Multicultural Student Services	5	10.42	Leadership Programs	6	7.79
Fundraising and Fund Development	2	10.00	Multicultural Student Services	5	10.42
Women's Center	2	8.70	Dean of Students Office	4	6.67
LGBT Student Services	3	7.89	Disability Support Services	4	6.56
Leadership Programs	6	7.79	Academic Advising	3	27.27
Health Services	7	7.14	LGBT Student Services	3	7.89
Financial Aid	2	6.90	College or Student Unions	3	3.33
Dean of Students Office	4	6.67	Fundraising and Fund Development	2	10.00
Disability Support Services	4	6.56	Women's Center	2	8.70
Greek Affairs	2	4.00	Financial Aid	2	6.90

The most often utilized strategy for managing fiscal stress among the respondents was internal reallocation with all 32 (100%) areas having at least one institution indicate this had been utilized. In addition, this strategy received 660 total responses which represented 41.20% of the overall response count for this section. By percentage and rank ordered from most to least, the services were enrollment management (19, 86.36%), assessment, research, and program evaluation (27, 84.38%), religious programs and services (14, 82.35%), dean of students office (44, 73.33%), and judicial affairs (44, 72.13%). By frequency count and ranked from most to least, the areas were dean of students office (44, 73.33%), judicial affairs (44, 72.13%), disability support services (41, 67.21%), counseling and psychological services (37, 33.64%), and career development (36, 42.86%).

Table 17

*Frequency Ranking of Internal Reallocation*

Area	By percent		Area	By response	
	N	%		N	%
Enrollment Management	19	86.36	Dean of Students Office	44	73.33
Assessment, Research, & Program Evaluation	27	84.38	Judicial Affairs	44	72.13
Religious Programs and Services	14	82.35	Disability Support Services	41	67.21
Dean of Students Office	44	73.33	Counseling and Psych. Services	37	33.64
Judicial Affairs	44	72.13	Career Development	36	42.86
Admissions	24	68.57	Leadership Programs	33	42.86
Disability Support Services	41	67.21	Student Activities	29	34.52
Financial Aid	19	65.52	Assessment, Research, & Program Evaluation	27	84.38
Women's Center	14	60.87	Multicultural Student Services	25	52.08
Commuter Services	20	60.61	Admissions	24	68.57
LGBT Student Services	23	60.53	College or Student Unions	24	26.67
Registration Services	8	57.14	LGBT Student Services	23	60.53
Multicultural Student Services	25	52.08	Community Service Programs	23	38.98
Academic Advising	5	45.45	Commuter Services	20	60.61
Career Development	36	42.86	Greek Affairs	20	40.00

In addition to the provided strategy options, senior student affairs officers had the opportunity to describe any strategies that they would consider to be entrepreneurial in nature that they are utilizing or considering within their student affairs area to meet budgetary demands. Through an analysis of these responses, 73 in all, a number of themes emerged that illustrated or added to the options each respondent had already identified.

A consistent theme that emerged concerned the nature of campus and community partnerships in managing fiscal stress. Within the institution itself there were clear and intentional partnerships being formed which fits with the nature of resource dependence theory (Pfeffer & Salancik, 1978), as discussed in Chapter 2. The pursuit of partnerships (or coalitions) in the interest of securing the resources needed to ensure organizational survival and effectiveness is a hallmark of the theory and is seen in the open-ended responses from student affairs officers in this research. For instance, one California institution said “we partner with the academic division and any other office on campus willing to work with us” while another respondent echoed that strategy more specifically by saying “currently the best strategy being used is to combine the efforts of the Student Affairs Division with the Academic Affairs Division to collaboratively work on programs and efforts.” An Oklahoman senior student affairs officer with an enrollment less than 10,000 was very detailed in illustrating this point in saying “our Student Affairs areas collaborate with each other whenever possible. Housing collaborates with Student Activities, Career Services partners with local businesses, all of our groups reach out to local vendors for support....even our

Admissions office and Student Services and Athletics areas collaborate for activities, programs, and outreach.”

This pursuit for economic stability, and not the maximization of external funding, translated to off-campus entities as well through small and large business partnerships. One respondent in Alabama identified corporate or local support for programming efforts as a strategy, specifically where there is a marketable interest for external participation (i.e. welcome week, homecoming, etc.). Included in this strategy are agreements with banks to share revenue when students use their university debit card for community purchases. This was the recognized strategy for a school with enrollment between 10,000 and 19,999 in the Northwest. The local partnership may not exclusively be geared towards revenue generation; one institution in North Carolina with less than 1,000 students said “we are taking collaborative efforts with external gyms and fitness areas to increase the amenities that we offer our students.” As evidenced by a school in the Northwest with less than 10,000 students, businesses are being pursued for sponsorships and naming rights beyond just the traditional athletics area, but for other campus services as well.

Tapping into the potential for fundraising and fund development appears to be a clear strategy for managing fiscal stress among senior student affairs officers. Some respondents simply named this area as a strategy, whereas others were more specific in regards to the role it plays on their respective campuses. A student affairs division in the Midwest with between 10,000 and 19,999 students indicated that it “partners extensively with the Office of Advancement to seek new sources of funding for division

wide priorities. We meet quarterly so the development officers have a better understanding of what we do in Student Affairs and what funding priorities we have.” A school in Arizona indicated it was focusing on fund development and had received over \$4 million in outside support in the past year alone. An institution in the Northeast with more than 30,000 in enrollment reported a yearly fundraising total of \$1.5 million and described themselves as “a unit within Student Affairs that is fully committed to fundraising and grant writing.” One institution turned their sights on current students in describing their strategy as “mainly external fundraising and attempting to convince those ‘outside’ the university the value of student affairs’ programs, activities, and services. (We) will also be working more closely with Institutional Advancement to create a culture of giving among undergraduate students.” Staff were not excluded by one institution in Texas that created a fund five years ago to encourage staff (and some students) to give to student affairs to create a fund for excellence and opportunity funding for programs. New development officers and Student Affairs-based development offices were reported by several institutions, but it was unclear what the organizational structure behind the position entailed (i.e. centralized or decentralized development institutional structure).

A related, but distinct, theme that emerged was the strategy of cultivating alumni relationships and, more specifically, the creation of a “committee” or “advisory board” to engage alumni and community members with the institution. One senior student affairs officer from the Northeast with an enrollment of less than 10,000 indicated committees had been formed with membership from the local community for

the purpose of building support for various activities. Several other responses indicated the development of boards that served a very clear fund raising role as well. This is evidenced by one senior student affairs officer from the Southeast at an institution with less than 10,000 enrollment who said:

Two years ago we established a 'Board of Visitors' for the Division of Enrollment Management & Student Affairs. The Board of Visitors is made up of alumni and community members with the expressed purpose of raising funds to support the efforts of the division. Each Board of Visitor member is required to donate \$1000 a year to a foundation account set up for the division. In addition, each member serves on a committee of their choice representing one of the ten departments in the division. The purpose of these committees is to narrow fund raising opportunities for specific departments. The Board of Visitors is not limited to raising funds for "scholarships" or "big ticket" items. Some of the things we are working on are very basic needs that can no longer be met by our current level of state funding such as new computers for departments, etc.

There was a clear intention on the part of many of the institutions to "reconnect" with alumni both to engage them in the institution, but also to solicit funding to diversify revenue streams and manage current revenue challenges.

A more targeted population for this purpose was found in the role of parents in engaging with the institution and the resultant fee that is being assessed across the country for that value-added service through student affairs divisions. Parent "funds" and "associations" have clearly become more prevalent sources for revenue generation. Four schools, all with enrollments greater than 20,000 and scattered across the lower half of the country, indicated the establishment or increase of a "parent fee" as a strategy they would consider to be "entrepreneurial" in nature currently being utilized at their institution. Along with these new or increased fees was an intentional

programmatic and staff allocation of resources to manage parent resources and communication.

In health services, some different strategies were indicated and implemented for revenue generation over the past few years. One strategy involved third party billing and an institution in the Southeast with less than 10,000 students described it as “we took steps to be certified for third party billing in counseling and health services and are now billing insurance. This was new for us and a commitment of resources to allow this revenue source to grow, thus growing services we can offer to students.” This was also seen from several other institutions that indicated “third party billing” and “use of insurance claims to cover mental health services” as strategies. Another institution described, rather vaguely, a revenue-generating health center partnership with a community agency for birth control that generates revenue. An institution with less than 10,000 students in the upper Midwest described broadening their mandatory student health service fee to be a health and wellness fee to support increased wellness programming and “potentially an increase in student counseling staff.” That same senior student affairs officer also indicated the pursuit of an external grant from a health non-profit to create a campus/community healthy eating initiative.

Two institutions responding have looked at the disability resource area in a similar way to manage fiscal stress. One senior student affairs officer representing a school of less than 10,000 in the Northwest said their disability resource area “has begun a fee-for-service coaching and mentoring program that supplements required ADA accommodations in an effort to provide desired and helpful services to a growing



population that wants help beyond ADA mandates.” This response was similar to another institution in the Northeast with more than 20,000 students that created a “Beyond Access” fee for students with disabilities that require services beyond the legal expectation.

A few senior student affairs officers took the open-ended response opportunity to describe their division evaluation and budgeting strategies as examples of “entrepreneurial” strategies for managing fiscal stress. One example comes from a senior student affairs officer in the Northeast with an institutional enrollment of less than 20,000 who said:

Our most entrepreneurial activity is spent on internal reallocation across the division. We also do a lot of reorganization within our departments requiring updated business plans. We conduct a division budget hearing process for each department (10 departments total) and then share the issues, concerns, challenges, and opportunities with all department directors to arrive collectively at the best way to meet the challenges and pursue opportunities.

Another respondent focused on the auxiliary side of the student affairs operation in detailing strategies for their institution in the West with less than 10,000 students in saying, “these strategies include exploring new revenue streams, evaluating current structure and processing in an attempt to eliminate duplicate spending and improve efficiency, implementing new software to eliminate human error and increase output and capacity without increasing personnel costs.” A school in Michigan with more than 20,000 students talked about an overall change for their auxiliary areas within student affairs. For this institution, the movement was to an “integrated planning and budgeting process” that requires departments to engage in the shared decision-

making and prioritizing process through pooling resources to complete major projects. A senior student affairs officer in the West with an enrollment between 10,000 and 19,999 detailed an approach to managing fiscal stress that was not echoed elsewhere in the sample:

Cut entire programs and services, don't do across the board cuts where everyone suffers and you weaken all programs. Ask students if they would pay some fee to bring back the eliminated programs and services. They will say yes to some and no to others and this tells you a lot about their value and impact.

Finally, there were a variety of other strategies offered up by individual institutions worth mentioning that were not reiterated by others but will be briefly described here. Among the strategies not already described include: creating retail opportunities through union and residence life facilities, changing enrollment patterns to attract more out-of-state and international students, software development for advising areas, fee-based public access to recreational services and programs, differential residence hall rates based on amenities, assessing custodial services in union and other auxiliary areas, expanding conference and break facility usage by off-campus groups, and selling advertising on digital signage in Student Affairs facilities.

Student affairs officers responded to an open-ended item asking them to respond and elaborate on if they see current strategies continuing and/or new strategies emerging to manage fiscal constraints. While there was no mechanism to capture their yes/no response to this item within the framework of the survey, it was clear that a vast majority of the responses were affirming the notion that current strategies would continue and new ones would emerge as needed. Many of the

responses echoed the same comments concerning their strategies for managing fiscal stress (i.e. fundraising, shifting to fee-based revenue streams, continued internal reallocation), however a few were more specific concerning the current landscape and projections for student affairs as auxiliary units on campus. A senior student affairs officer representing a school on the east coast with less than 1,000 students said, “the Student Affairs area is becoming a more and more auxiliary driven entity on campus. More entrepreneurial activities will need to take place to keep up with shrinking budgets, deferred maintenance, and building development. We are beginning to search out best practices within the field, work more closely with development, and devise solutions that are unique to our institutional culture.” One response from a mid-sized school in the Northwest took the idea of an auxiliary enterprise for student affairs units even further in saying, “I foresee the day when student affairs will be completely funded by auxiliary/student fees and private fund raising. Student Affairs will become a ‘private institution’ within a public university.” Many of the responses concerned the expected continued shift to student fee funding moving forward as a function of the plateaued or even reduced general fund appropriations funneling to student affairs.

Additionally, there is a sharp focus for some respondents on accountability and efficiency moving forward while providing and maintaining quality services. A senior student affairs officer from Utah said that, in addition to current strategies continuing, they are also assessing performance and trying to find new ways for improvement. A separate respondent at a small university in the Midwest addressed this balance in a very thorough way by saying:

I believe that the current strategies will be expanded and new ones will emerge as units within the Division of Student Affairs are challenged with a substantial reduction in state and tuition fee support. Partnerships with students will change as a result of this challenge impacting student fees and fees for services...with the rising cost of public education the financial pressure on individuals and families has ramped up. Student Affairs has had to determine core services and reinvest in the most efficient and effective way to deliver facilities, programs and services while at the same time being attentive to shifts in recruitment and retention strategies. In our geographic region, it has been a challenge to maintain a consistent service and support level that compliments the academic experience.

Those rare public institutions that have managed to avoid some student fees are being pushed towards changing that approach. This was the experience for one senior student affairs officer representing a small university in the Southeast who said, “we are probably one of the few higher education institutions that does not charge any type of student health, student recreation or student activity fee. I am hopeful we will be able to institute these fees in the near future to assist us with providing for the needs of our growing student population.”

In addition to the ever-increasing shift to student fees for revenue generation, senior student affairs officers echoed the new emphasis on external fundraising and increased collaborations across departments and divisions of the university. External fundraising was referenced several times in the context of potential revenue, and phrases such as “becoming more aggressive” and “expanded partnerships” point to a change in the financial environment that continues to challenge institutions. Cultivating creative thinking and encouraging an entrepreneurial mindset among staff members were included as strategies moving forward. The campus becomes a central focus for

senior student affairs officers looking to enhance development opportunities, either through their own staff member or in cooperation with their institutional advancement office, while there is also potential seen off campus. Businesses and local community partners, however, present a more delicate balance of revenue generation for some senior student affairs officers when considered in conjunction with institutional regulations. As one senior student affairs officer put it, “we’ll continue as long as we are in compliance with our system regulations and policies.” In addition, some senior student affairs officers may have the same uncertainty as one respondent from a large (more than 30,000 enrollment) institution in the Rocky Mountain area who said, “continuing (existing strategies) and potentially identifying some other strategies including the use of corporate sponsorships....although there are concerns about that approach.” It is obvious that a variety of strategies will continue to be utilized by senior student affairs officers as they navigate the financial environment in the upcoming years.

Resource dependence theory (Pfeffer & Salancik, 1978, 2003) provides an appropriate theoretical framework from which to view this research where environmental conditions shape higher education organizational structures, specifically student affairs divisions in this study, through managerial actions. The shifts in federal and state funding priorities for higher education, coupled with the increased demand for services, have created environmental instability for most in higher education (Slaughter & Leslie, 1997), and student affairs units have felt that uncertainty as evidenced by the data presented here. Organizations operating from a resource

dependence perspective seek to cultivate alternative revenue streams, and the data suggests that every student affairs leader in this study is engaging in that to some extent. In most cases, this took the form of establishing or increasing a fee to generate additional revenue to make up for decreased support from institutional general funds. One component of the resource dependence framework that this action potentially points to is the idea that organizational actors merely respond and conform to environmental conditions rather than proactively and strategically create conditions that will allow organizations to survive and thrive in times of fiscal stability. This idea, called *processing managerial orientation*, speaks to the stop-gap measures indicated in this data to address immediate resource concerns (e.g. establishing or increasing a student fee, creating a development position, etc.). The following quote from a respondent in the West illustrates the processing managerial orientation associated with resource dependence:

One of our greatest challenges has been to maintain necessary/needed services, programs and activities during this period of fiscal austerity. Most universities are getting pressure from state legislatures to keep tuition and fee costs low. So some universities have low to modest increases in tuition while holding student fees at the same level. In other words, student fees have not increased at the same level as tuition. As a result, there is less impact in the non-academic sectors of the campus while student affairs has markedly fewer staff to support students. So at the same time that student fees, which support student affairs, are held constant and state funding is declining for student affairs, we are getting increased pressure to raise enrollment, retention and graduation rates. We're in a lose-lose situation. Expectations are increasing and revenue for services decreasing.

It would appear from the data that many student affairs leaders had not dedicated significant time and energy to cultivating new revenue streams during the

times of fiscal prosperity and, therefore, have had to begin these during the recent uncertainty. As such, the revenue-generating activities represent a matter of fiscal necessity in order to provide their organizations with access to the financial resources need to maintain core programs and services. Confronted with reductions in state funding or frustrated by stagnant levels of institutional support, student affairs leaders pursued fiscal security and autonomy via the cultivation of external revenue streams that helped reduce their fiscal dependence on the college and/or state.

### **Role and Knowledge of the Senior Student Affairs Officer**

Research Question 6. To what extent was the senior student affairs officer knowledgeable of and involved in institutional budgeting?

Research question six focused on discerning the knowledge of and level of engagement for the senior student affairs officer in institutional budgeting. To address this research question, a five-item response section was used which reflects the components of Sandeen & Barr's (2006) recommendations for senior student affairs officers. This framework provides a good question-base for evaluating those participating in the survey reflecting on fiscal stress at their respective institutions. A total of 111 senior student affairs officers completed the response items.

The first item asked the respondents to indicate, on a 5-point Likert scale (strongly disagree to strongly agree), if they consider themselves to be experts concerning their institution's budget. The majority (67, 60.36%) responded that they agree or strongly agree with this item, however 20 (18.02%) reported that they disagree or strongly disagree with this statement. This represented the largest number among

any of the five response items when disagree and strongly disagree are combined. The remaining 24 (21.62%) respondents indicated that they neither agreed nor disagreed with the statement. The mean response of 3.55 and the standard deviation of 0.99 indicates this item received the most variation in responses among all the items indicated. The challenge for student affairs officers is to not only focus on their own divisional financial needs, but also to be involved in institutional budgeting. In the absence of this involvement, they may find themselves closed out of the ongoing, established budget process for the institution and jeopardize the success of their student affairs division. The results of this item response may point to a higher level exclusion in institutional budgeting that presents a potentially dangerous environment for leadership in student affairs.

The second item concerned the senior student affairs officer's contribution to their institution's budget process with the large majority (100, 90.09%) indicating they agree or strongly agree that they are an "active" contributor to the process. Five (4.50%) respondents neither agreed nor disagreed with the statement and six (5.40%) indicated they disagreed or strongly disagreed with the statement. This statement follows from the previous one but points to the student affairs officer's participation in the budget decision-making process. The major portion of the student affairs budget may come from student fees, but the senior student affairs officer still needs to be a full participant in this process. Much like the previous item, an exclusion of the student affairs officer in the institutional budget process may indicate a lack of value placed on the unit and/or insufficient support from the president and other senior administrative colleagues.



The third item asked respondents to indicate if they were a strong advocate for their division's programs and all but one respondent (110, 99.1%) agreed or strongly agreed with the statement. The one (0.90%) dissenting response was cast in the neither agree nor disagree column. There were no responses for disagree or strongly disagree for this item. This item had the largest mean (4.72) and lowest standard deviation (0.47) indicating that the senior affairs officer's responses were largely in agreement concerning this item. As one would expect, all but one senior student affairs officer indicated that they were strong advocates for their divisions.

The fourth response item asked senior student affairs officers about their entrepreneurial activity as it relates to seeking and securing funds from external sources. Seventy-six (68.47%) respondents agreed or strongly agreed that they were an active entrepreneur for their division and an additional 22(19.82%) neither agreed nor disagreed with the statement. The remaining respondents, 13 (11.71%), either disagreed or strongly disagreed with the statement. Much like the first item, there was more variation around the mean (3.80) as compared to the other items as indicated by the 0.99 standard deviation. The term "entrepreneur" may be uncomfortable to some student affairs leaders and the variation in responses may point to this difficulty, but it is no longer realistic to assume that all of their needs for programs and services can be funded through traditional sources of revenue. As with their colleagues in academic affairs, it is expected that new sources of revenue be generated from outside the institution. This research would indicate a less than speedy move toward that approach.

The final item asked senior student affairs officers to rate how familiar they were with the trends in outsourcing services and programs, both within their divisions and their institutions. Ninety-nine (86.49%) of the respondents indicated they agree or strongly agree that they are familiar with trends in outsourcing. Twelve (10.81%) said that they neither agreed nor disagreed with the statement and three (2.70%) disagreed that they were familiar with outsourcing services and programs. None of the respondents strongly disagreed with the item. While the senior student affairs leaders responding may not consider themselves to be entrepreneurial in nature, there are some clear examples of entrepreneurial activities through the comments provided in this research. This might include activities reported such as developing retail opportunities in student spaces, creating proprietary software, outsourcing the bookstore, facility rentals for outside users, and cultivating sponsorship and advertising opportunities, just to name a few.

Senior student affairs officers should be aware that the most important statement of priorities on campus is the institutional budget. As such, they are charged with the unenviable task of balancing the student learning demands and needs of students with the responsibility to secure the needed funding to support those activities. While institutions across the country are facing serious financial challenges, the students are demanding more services and programs. This challenge for student affairs leaders is only met if they are expert fiscal managers, effective financial stewards and involved in institutional budgeting.

Table 18

*Senior Student Affairs Officer Knowledge and Engagement in Budgeting*

<b>Item n= 111</b>	<b>1 - Strongly Disagree</b>	<b>2 - Disagree</b>	<b>3 - Neither Agree nor Disagree</b>	<b>4 - Agree</b>	<b>5 - Strongly Agree</b>	<b>Mean</b>	<b>sd</b>
I am an "expert" concerning my institution's budgets	1.80%	16.22%	21.62%	45.95%	14.41%	3.55	.99
I am an active contributor to my institution's budget process	0.90%	4.50%	4.50%	53.15%	36.94%	4.21	.80
I am a strong advocate for my division's programs, whatever the sources of support may be	0.00%	0.00%	0.90%	26.13%	72.97%	4.72	.47
I am an active entrepreneur for my division by seeking and securing funds from external sources	1.80%	9.91%	19.82%	43.24%	25.23%	3.80	.99
I am familiar with the trends in outsourcing services and programs, both within your division and within the total institution	0.00%	2.70%	10.81%	56.76%	29.73%	4.14	.71

### **Other Related Findings**

In section three of the survey, respondents were given the opportunity to add additional services provided by their division beyond the 32 listed. Senior student affairs officers were then asked to rate the services according to the same information being collected on the listed offerings (changes in service and shifts in funding). There were a total of 62 additional services listed. The majority of these services were only listed once except for the following functions: child care (8), academic support (6), bookstore (3), veteran services (3), conference services (2), parent and family programs (2), ROTC (2), student government (2), student legal services (2), and student media (2). A complete listing of these services and the rating received for each section of the survey is available in Appendix D.

## CHAPTER 5

### Discussion and Conclusions

The purpose of this study was to identify the financial environment over the past four years for senior student affairs officers at four-year, public institutions and determine their strategies for managing fiscal stress both in the past and moving forward. In order to accomplish this several steps were taken. First, the relevant literature was surveyed to obtain a historical overview of the financial situation in higher education and student affairs. Second, a sample was created of senior student affairs officers at four-year, public institutions that were members of NASPA (Student Affairs Administrators in Higher Education). Third, a survey instrument was developed, piloted, and administered electronically to the sample population and, fourth, the responses were then tabulated and data analyzed.

For several decades, the financial landscape for higher education has been changing and institutions have endured periods of fiscal stress. University administrators have had to modify their institutions' academic programs, administrative services and student affairs units to contain costs and increase revenues (Rames, 2000). In addition, state governments, which historically have assumed the responsibility of financing public higher education, have had to contend with a fundamental shift in their relationship with the federal government through the transfer of new programs to the states (Schuh, 2009). Included in this group of competitors with higher education for state funding are transportation, welfare, prisons, health care, and tax reduction pressure, among others. State appropriations as percentage of revenue received by

public institutions of higher education have declined from 1980-81 to 2000-01. In 1980-81, state appropriations comprised 45.6% of all current fund revenue. By 2000-01, funding had declined to 35.6% (Snyder, Tan, & Hoffman, 2006). Meanwhile, the state of the economy directly affects tax collections and budgets, which in turn determines the fiscal health of higher education, especially its public sector. The deepest recession since the Great Depression of the 1930s evidently ended in mid-2009 when slow growth in the nation's Gross Domestic Product (GDP) resumed (Zumeta, 2011).

With higher education comprising the third largest portion of state general fund budgets, behind K-12 education and health care including Medicaid, the residual effect of a slow or stagnant economy is substantial. Unlike the other state-supported functions just described, however, there are not constitutional mandates nor linkages to federal dollars that protect higher education. Even after accounting for federal stimulus money, 43 states reduced higher education appropriations between fiscal years 2008 and 2010 with eight of those states reducing appropriations by more than 10% (Palmer, 2010). Research, although limited, has been conducted on the impact of financial constraints on student affairs (Chang, 1979; Rames, 1997) and the review indicates student affairs functions have been impacted when faced with fiscal declines.

### **Methodology**

Senior student affairs officers at four-year, public institutions of higher education which were members of Student Affairs Administrators in Higher Education (NASPA) were selected to be surveyed. There were 394 senior student affairs officers in the population. The questionnaire was designed to collect data on the institutions'

demographics (enrollment and location), student affairs budget and portfolio, program changes, and administrative budget knowledge. In addition, respondents were asked to comment on current strategies for managing fiscal stress as well as make predictions for future strategies.

Although a total of 158 senior student affairs officers accessed the online survey (40%), only 116 completed it in its entirety (30%). The useable questionnaires represented all regions of the United States. Descriptive statistics were used to analyze the quantitative data with a thematic analysis used for qualitative data.

### **Summary**

Respondents were asked to indicate if general fund (tuition and state) support decreased to student affairs between 2008 and 2012; 103 of the 118 respondents (87.29%) affirmed that statement. In addition, senior student affairs officers were asked to indicate the percent of their overall student affairs operating budget that came from general fund sources (tuition and state) during each of the years between 2008 and 2012. According to the findings, there has been a decrease overall in institutional funding from an average of 31.35% in 2008-2009 fiscal year to 27.85% in 2011-2012. This represents an overall decrease of 3.5% over the four-year span which was fairly divided between the separate years (31.35% in 2008-09, 30.37% in 2009-10, 28.49% in 2010-11, 27.85% in 2011-12).

The research findings illustrated the current environment for changes within student affairs and provided valuable information concerning the decision-making occurring for senior student affairs officers. Based on the frequency of responses, the

student affairs areas most frequently reduced due to fiscal stress, by percentage, were athletics, career development, and college or student unions and, by respondent count, career development, dean of students office, and college or student unions. Most areas were unchanged during the timeframe indicated, however the results showed that services such as fundraising, enrollment management, and admissions were increased as well as counseling and psychological services, recreation and fitness programs, and residence life and housing. More areas were created than eliminated for the responding institutions including, but not limited to, LGBT student services (4), assessment, research and program evaluation (3), and commuter services (3). University fiscal constraints did not have a significant impact on eliminating student services areas with only six responses in this category among the overall 1,976 responses for this item response (0.30%).

Based on the results of the questionnaire, there have been a number of shifts in student affairs funding as a result of fiscal stress. Internal reallocation was the most utilized strategy at 41.20% of the total strategy responses and, within that category, the dean of students office (44, 73.33%), judicial affairs (44, 72.13%), and disability support services (41, 67.21%) received the most responses. A change in funding to mandatory student fees was second most common at 23.28% of the responses. This strategy was most common, by response, for health services (41, 41.84%), recreation and fitness programs (41, 47.13%), and counseling and psychological services (37, 33.64%). The establishment or increase of a user fee was also incorporated at a rate of 17.48% of the overall responses. Residence life and housing were most reported to use this option (38,



44.19%) followed by orientation (31, 41.33%) and health services (24, 24.49%). The other three identified strategies (external fundraising, outsourcing, and grant writing) were utilized at much lower levels (<10% each). Career development (19, 22.62%), athletics (13, 38.24%), and fundraising and fund development (10, 50.00%) were the most commonly reported areas for external fundraising. College or student unions (7, 7.78%), dining and food services (7, 15.91%), and health services (7, 7.14%) were the areas reported most often for outsourcing and/or public-private partnerships. Finally, grant writing was most reported for counseling and psychological services (12, 10.91%), community service programs (11, 18.64%), and career development (9, 10.71%).

Pfeffer and Salancik (1978) described a theoretical framework of resource dependence theory that captures nicely the dynamics of the student affairs subgroup within the higher education context. Student affairs leaders struggling to find the funds needed to maintain existing programs and services engaged in a variety of behaviors as a means to cultivate the financial resources necessary and, thereby, reduce dependence on institutional funding. A variety of strategies were undertaken (e.g. establishment or increase of existing fees, fundraising, outsourcing, grant writing, etc.) with the purpose of continuing or restoring fiscal stability to the student affairs enterprise in response to surrounding environmental threats.

The findings also provided self-report information on the level of knowledge and engagement on the part of the senior student affairs officer at each respective institution. The strongest agreement for any of the statements was that they were a strong advocate for their division's programs with 99.10% agreeing or strongly agreeing.

The lowest rated item concerned how “expert” the senior student affairs officer was for their institution’s budget. Many of the respondents indicated that they were familiar with the trends in outsourcing (86.49% agreed or strongly agreed), however only 68.47% agreed or strongly agreed that they were an active entrepreneur for their division by seeking and securing funds from external sources.

## **Conclusions**

Given the findings, the following conclusions have been drawn from an analysis of the results and will be described in more detail within the below discussion:

1. Beyond approximately ten common areas, the portfolio for senior student affairs officers across national public institutions varies greatly.
2. General fund (tuition and state) support to student affairs units at four-year, public institutions has decreased over the past four years.
3. The majority of institutions surveyed utilize an incremental/decremental approach to budgeting.
4. The majority of institutions surveyed have control over fee setting for user fees but not mandatory fees where the state or governing/coordinating board has control. State government itself maintains very little control in the process.
5. The student affairs areas most often increased during the past four years are linked to a few specific groups. One represents the student recruitment efforts through areas such as admissions and enrollment management. Another represents the increasing mental and physical health needs such as counseling and psychological services as well as the health services area. The last grouping

includes those services with dedicated fee amounts that can be increased such as recreation and fitness programs and residence life and housing. On the other hand, student affairs services most often reduced during the past four years were areas such as athletics, career development, and the dean of students office. With the exception of a few athletics programs, these areas typically do not have substantial revenue-generating potential and are considered a “cost” to the institution.

6. The most common method for managing fiscal stress is through an internal reallocation for the area. A shift in funding of student affairs services from institutional support to student fees, where possible, is also a method being widely used by four-year, public institutions to mitigate financial pressure. External fundraising, outsourcing, and grant writing are being utilized within some institutions, but the efforts appear to be fairly minimal at this point.
7. Senior student affairs officers are confident in their advocacy role for their specific student affairs unit within the institution but feel less comfortable with the overall institutional budget. In addition, they are familiar with trends in outsourcing but are less likely to act on entrepreneurial impulses to generate revenue from external sources.
8. Collaboration within the institution is a priority for managing fiscal stress before seeking outside sponsors not affiliated with the institution. Strategic fundraising, in cooperation with on campus partners, is seen as a viable revenue option with an intentional focus on alumni and parents.

## Discussion

The research described herein points to a clear reality for student affairs areas; decreasing institutional support is countered by fiscal pressure on current and emerging revenue streams. To gain a clear understanding of the implications of the study, a discussion of the eight conclusions drawn from the findings is provided.

It is not surprising that the findings contained in this research reflect an environment in student affairs that has experienced fiscal stress over the past four years, however the lack of innovation in addressing these challenges for senior student affairs officers included in this study is noteworthy. The national economy itself experienced great turbulence during this same timeframe and the trickle-down effect for the states and public institutions within was certainly expected. The strategies utilized by the senior student affairs officers in this sample reflect the incremental budgeting environment that they also described through an illustrated trimming around the edges with some expected changes within. For instance, very few areas were eliminated overall and the strategy employed was much more focused on reallocating existing resources to maintain the same operation. This strategy is certainly not new as more than two-thirds of colleges and universities in the 1990's were reported to have experienced reorganization in their administrative operations (El-Khawas, 1994; Rhoades, 1995). The researchers found that institutions are more likely to reorganize offices and activities than reduce administrative layers and positions. While there were some reductions reported in this research, the majority of areas were left unchanged and those that did experience changes were largely reorganized.

While most institutions reported operating in an incremental budgeting environment, the assumption is that less colleges and universities are using that now versus several years before as more schools shift to a rational budgeting environment. The University of Kentucky (2012) is in the midst of such a change as they work to develop and implement a new Responsibility Center Management (RCM) financial system that “will better support UK’s mission, increase capability for planning and forecasting, align financial authority and responsibility at the unit level, encourage innovation and entrepreneurship, and enhance financial transparency.” The success of this new model at UK is yet to be determined as it is in the midst of being implemented, but proponents of the model claim that it increases efficiency, promotes better long-term planning, and compels leaders to pursue new revenue sources. This is achieved by delegating operational authority to schools, divisions, and other units within an institution, allowing them to prioritize their academic missions. Detractors, on the other hand, have pointed to the ways in which the profit motive created by RCM can lead to unhealthy competition causing unit leaders to resort to inefficient measures. Rising operating costs and tighter state and federal funds have driven an increasing number of public universities to adopt more efficient and effective budgetary systems and this will only increase in response to financial challenges within higher education (The Hanover Research Council, 2008). This movement towards RCM, specifically, led Kirp (2002) to argue that the trends toward outsourcing and revenue-centered management are signs of the triumph of market values over the vision of the university as an intellectual commons where money isn’t the principle metric of worth. Campus leaders cannot

afford to neglect this issue, particularly as they confront the increased pressures that accompany difficult economic times.

As expected, those student affairs areas that could self-generate revenue (i.e. fee-receiving groups) took advantage of that potential and largely increased services along with the shift. It is unclear the rates of increase for these areas and fees, but, given the well-documented rise in tuition, established fees generally can be increased by comparable rates with the approval of appropriate governing bodies. Levy (1995) recognized the potential and projections of fees when he wrote, "Given the need to tease out new sources of revenue, the tendency to move toward mandatory fees to support institutional programs will likely increase. With tuition associated with the central academic program, fees will be sought to cover an increasing array of student services" (p.43). Thelin (2013) also talked about this transformation in American higher education regarding investments in student extracurricular facilities and programs, including "recreation centers, career counseling offices, student unions, state-of-the-art residential complexes, and abundant parking lots" (p.70). He also recognized, as this research does, that the costs for these impressive facilities and programs are passed on to the students via increased tuition and fees. This research suggests that the trend towards covering student affairs operations with student fees will only increase as campuses continue to provide services.

Carducci (2010) found a similar trend for California state schools experiencing a widespread collection of fees (both mandatory and user) by non-auxiliary student affairs organizations. Within that research, the initiation of fees-for-service was the most

popular market activity across the three institutions being studied. Rather than relying on institutional dollars to fund core co-curricular programs and services, student affairs areas were relying on students to shoulder the costs of providing essential support services and programs. The Carducci research also found that, while there were no broad changes in the professional practices of student affairs administrators, there was a noted attitudinal shift related to fee-based funding and its acceptability within the higher education environment.

The challenge for student affairs leaders relying on student fees to make-up direct institutional support is grounded in a reality or perception of institutional commitment to the programs. Sandeen and Barr (2006) point to direct institutional support as an indicator of value for the institution and reflective of being an important part of the core mission. The challenge is for senior student affairs leaders to compete for institutional resources with their academic, research, development, and administrative colleagues. This approach may also enable student affairs leaders to be better understood and appreciated as a partner in the institution's overall educational program. In the absence of this direct support, student affairs may be seen as a "sideline" activity, outside of the main academic arena and not vital to the campus.

In addition, the increased financial burden that many students are already experiencing is only exacerbated when student fees are increased as well. Furthermore, a reliance on fees may also place an unfair or discriminatory financial burden on many students and may distort the real cost of attendance. For some user fees, lower-income students may be left out of participating in the program or service, and such fees may

discourage some students who need the service from receiving it. As higher education leaders wrestle with containing costs and designing financial aid policies to offset costs for those in need, it is essential that a focus is kept on low-income and other underserved student groups.

The student affairs services most frequently increased were counseling and psychological services, recreation and fitness programs, residence life and housing, disability support services, and health services. While the recreation and residence life areas likely speak to the amenity-demand of the current college-going student combined with being fee-generating entities, the other areas speak to a very different need occurring among institutions of higher education, the mental and physical needs of students. Specifically for the counseling and psychological service area, the numbers of students seeking help has increased dramatically over the past several years. About 10.4% of students enrolled at four-year colleges and universities sought help at counseling centers in the 2008-09 academic year, up from 9% the year before – a 16% increase in just one year (Jaschik, 2010). That same research also found that more than 93% of center directors reported that they are seeing increases in the percentages of student clients whose problems are severe. Therefore, it is not surprising that senior student affairs officers are turning their attention and resources to this specific area even in the midst of budget cuts.

Another conclusion drawn from this research was that reductions in student affairs services were largely focused on areas that may not be considered central to the academic mission of the institution. This would include athletics, career development,



dean of students office, and college or student unions. Other research has found similar results and concluded that this issue is related to a lack of understanding of the mission of student affairs and the role these areas could offer in contributing to this effort (Rames, 1997). One senior student affairs officer described this balance well in saying:

in times of tight budgets the toughest challenge is to hold to key mission-centered programs and services. This becomes increasingly difficult with large enrollment jumps when the Academic Affairs area needs money to add more classes and ensure that bottle-necks courses do not hamper students' progress. We have had to rely heavily on student fees to add new or not lose staff positions in key areas.

The challenge has been immense for senior student affairs officers in the current climate, and it is clear that institutional financial constraints have affected divisions of student affairs across the country. A variety of strategies have been implemented to mitigate those reductions and administrators throughout the higher education enterprise will have to be creative and strategic to effectively manage the fiscal stress being experienced. Regardless of the source of funds, senior student affairs officers should seek to be leaders in institution-wide fiscal affairs and create partnerships across the institution and community in order to help manage fiscal uncertainty in the future.

### **Directions for Future Research**

The literature and current financial environment indicate that these struggles will continue into the future, therefore there are a number of recommendations that can be offered up both for administrators practicing in this environment as well as researchers looking for future studies in the area. First, senior student affairs officers would be wise to engage in “vision-casting” as it relates to modeling for future scenarios

and establishing clear priorities for managing in turbulent times. This vision should be focused on the direction of the division and include students, staff, faculty, and the overall campus community in its development (Boyle, 1995). Meanwhile, the senior student affairs officer should continue to explore alternative revenue sources given the recognized realities of higher education funding overall. This should include fee establishment and setting research, outsourcing, grant writing, strategic partnerships, and development activities. Love and Estanek (2004) describe the attitude all student affairs professionals should take in saying,

Student affairs professionals need to become more cognizant of the role of resources in their work and more cognizant of their role as enhancers and attractors of resources. Traditional notions and definitions of educator or counselor or academic advisor do not include resource attractor or fund raiser as aspects of that job, therefore, many professionals resist accepting them as part of their job (p. 123-124)

The role of accountability and organizational efficiency was a concept under-reported throughout the open-ended comments in this research. Senior student affairs officers must be thorough and discerning in evaluating current areas and activities to more efficient and effectively meet student demand and budget obligations. Accountability mechanisms within student affairs units should be examined to determine the extent student affairs leaders engage in measuring effectiveness through cost-benefit analyses and other methods.

As Conneely (2010) recognized, part of the process for determining how to manage financial challenges is to develop some criteria for reviewing possible strategic decisions and this development of criteria should use the strategic plan as a starting

point. Many units have become adept at surviving from year to year without conducting long-term strategic planning and mission should be considered in advance of significant shifts in resource allocation. The notion of a strategic plan guiding student affairs officer decision-making was not widely reported within this research and should be investigated further.

For future studies, it is recommended that research build on the findings herein to better understand the specific strategies being utilized. It would be beneficial to conduct interviews with senior student affairs officers that would better tease out dynamics and specifics not captured in this study. The undercurrents not captured in this research include the cuts made at the divisional level, where applicable, to minimize the impact to the areas. In addition, cuts may not have been made to programs or services but to activities such as professional development. Therefore, future research should investigate cuts to staff-based expenses and the impact of retrenchment on aspects of the operation such as staff morale. Many of the respondents indicated that strategies were underway to generate new revenue streams (development, outsourcing, sponsorships, etc.), but the results of those activities were not yet available. As administrators identify new potential strategies, research should be conducted on the success, or lack thereof, of these activities. In addition, senior student affairs officers clearly have different leadership styles and organizational cultures, therefore research should incorporate these important characteristics into the decision-making process and outcomes.

From a student standpoint, research should be focused on the impact of increased fees on student affordability, particularly for underserved and low SES students. In addition, the process for fee-setting should be investigated to discern the dynamics of student input and involvement in these decisions. That is to say, are fee increases really the students' will or is this the work of administrators behind the scenes?

Finally, this research should move beyond the context of four-year, public institutions to private institutions and community colleges. Those institution types are certainly not immune from institutional retrenchment and the results of this type of study may better illuminate the challenges within higher education and point towards more effective strategies for managing fiscal uncertainty.

The results of this study indicated that student affairs areas at four-year, public institutions across the country are experiencing changes due to fiscal stress, but this is not a new event. Many of them have prepared and adjusted to the ever-changing financial environment and continue to do so through new strategies for managing their operations. It is imperative that senior student affairs officers continue to monitor and understand the environment, advocate for their division, and enact meaningful change in the face of fiscal turbulence if they are to survive and thrive in this new normal for student affairs and higher education overall.

Appendix A

Student Personnel Services Listed in the *Student Personnel Point of View*

Student Personnel Services Listed in the *Student Personnel Point of View*

(American Council on Education, 1937, p.40)

- Interpreting institutional objectives and opportunities to prospective students and their parents and to workers in secondary education.
- Selecting and admitting students, in cooperation with secondary schools.
- Orienting the student to his educational environment.
- Providing a diagnostic service to help the student discover his abilities, aptitudes, and objectives.
- Assisting the student throughout his college residence to determine upon his courses of instruction in light of his past achievements, vocational and personal interests, and diagnostic findings.
- Enlisting the active cooperation of the family of the student in the interest of his educational accomplishment.
- Assisting the student to reach his maximum effectiveness through clarification of his purposes, improvement of study methods, speech habits, personal appearance, manners, etc., and through progression in religious, emotional, and social development, and other nonacademic personal and group relationships.
- Assisting the student to clarify his occupational aims and his educational plans in relation to them.
- Determining the physical and mental health status of the student, providing appropriate remedial health measures, supervising the health of students, and controlling environmental health factors.
- Providing and supervising an adequate housing program for students.
- Providing and supervising an adequate food service for students.
- Supervising, evaluating, and developing the extracurricular activities of students.
- Supervising, evaluating, and developing the social life and interests of students.
- Supervising, evaluating, and developing the religious life and interests of students.
- Assembling and making available information to be used in improvement of instruction and in making the curriculum more flexible.
- Coordinating the financial aid and part-time employment of students, and assisting the student who needs it to obtain such help.
- Keeping a cumulative record of information about the student and making it available to the proper persons.
- Administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved.
- Maintaining student group morale by evaluating, understanding, and developing student mores.
- Assisting the student to find appropriate employment when he leaves the institution.
- Articulating college and vocational experience.
- Keeping the student continuously and adequately informed of the educational opportunities and services available to him.
- Carrying on studies designed to evaluate and improve these functions and services.

Appendix B

Survey Email Cover Letter

Dear Senior Student Affairs Officer,

I am a doctoral student at the University of Kentucky conducting a research study to determine the extent of financial challenges faced in student affairs divisions at four-year, state-supported institutions during the past several years (2008-2012) and the strategies utilized by senior student affairs officers to manage them. Your participation in this study will be greatly appreciated and is critical to understanding the context, challenges and changes that are occurring within student affairs divisions nationwide.

You have been selected as part of a national sample of senior student affairs officers from the NASPA membership. The survey consists of 20 questions and is expected to take approximately 20 minutes to complete. Your responses will remain confidential and all research reports will be written in a manner to prevent any possibility for breach of confidentiality.

**Follow this link to the Survey:**

Link here

Or copy and paste the URL below into your internet browser:

Link here

Follow the link to opt out of future emails:

Link here

Should you have any questions or concerns about this study please feel free to contact me or my dissertation advisor (Dr. Neal Hutchens; 859-257-9884; [neal.hutchens@uky.edu](mailto:neal.hutchens@uky.edu)) at any time. Additionally, if you are interested in the results of this research please email me and I will follow up with that information when it is available. Thanks again for your time and participation.

Best,  
Chris Thuringer  
859-257-0042  
[chris.thuringer@uky.edu](mailto:chris.thuringer@uky.edu)



Appendix C

Student Affairs Fiscal Stress Questionnaire

## **Consent to Participate in a Research Study**

### **Student Affairs Fiscal Stress Questionnaire**

#### **WHY ARE YOU BEING INVITED TO TAKE PART IN THIS RESEARCH?**

You are being invited to take part in a research study about the extent of financial challenges in student affairs divisions at public, 4-year institutions and the strategies senior student affairs officers are utilizing to manage those challenges. You are being invited to take part in this research study because you are a senior student affairs officer at such an institution. If you volunteer to take part in this study, you will be one of about 500 people to do so nationally.

#### **WHO IS DOING THE STUDY?**

The person in charge of this study is Chris Thuringer (Principal Investigator) of the University of Kentucky Department of Educational Policy Studies and Evaluation. He is being guided in this research by Dr. Neal Hutchens (advisor).

#### **WHAT IS THE PURPOSE OF THIS STUDY?**

By doing this study we hope to determine the extent of financial challenges faced in student affairs divisions at four-year, state-supported institutions during the period of 2008-2012 and the strategies utilized by senior student affairs officers to manage them.

#### **WHAT WILL YOU BE ASKED TO DO?**

The survey is designed to solicit four pieces of information. First, the current and historical budget for student affairs in relation to institutional support. Second, the extent that "fiscal stress" was felt in student affairs at your institution. Third, the effects of any stress on your division. Fourth, the strategies utilized by the senior student affairs officer to mitigate those financial challenges. Completing this survey should take no more than 20 minutes.

#### **WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?**

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

#### **WILL YOU BENEFIT FROM TAKING PART IN THIS STUDY?**

You will not get any personal benefit from taking part in this study; however your response is very important to the success of the research. As a senior student affairs officer, only you can provide a comprehensive view of the current financial landscape and your responses will help better inform and guide other senior student affairs officers across the nation.

#### **DO YOU HAVE TO TAKE PART IN THE STUDY?**

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

#### **IF YOU DON'T WANT TO TAKE PART IN THE STUDY, ARE THERE OTHER CHOICES?**

If you do not want to be in the study, there are no other choices except not to take part in the study.

#### **WHAT WILL IT COST YOU TO PARTICIPATE?**

There are no costs associated with taking part in the study.

#### **WILL YOU RECEIVE ANY REWARDS FOR TAKING PART IN THIS STUDY?**

You will not receive any rewards or payment for taking part in the study.

#### **WHO WILL SEE THE INFORMATION THAT YOU GIVE?**

We will make every effort to keep private all research records that identify you to the extent allowed by law. Your information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be personally identified in these written materials. We may publish the results of this study; however, we will keep your name and other identifying information private.

Please be aware, while we make every effort to safeguard your data once received from the online survey/data gathering company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey/data gathering company's servers, or while en route to either them or us. It is also

possible the raw data collected for research purposes may be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies

**CAN YOUR TAKING PART IN THE STUDY END EARLY?**

If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. You will not be treated differently if you decide to stop taking part in the study.

**WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS, CONCERNS, OR COMPLAINTS?**

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Chris Thuringer at 859-257-0042 or Dr. Neal Hutchens at (859) 257-9884. If you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll free at 1-866-400-9428.

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I have read, understood, and printed a copy of, the above consent form and desire of my own free will to participate in this study.

- Yes
- No

**Section 1: General Information**

Is your institution public?

- Yes
- No

Please indicate your campus enrollment (graduate and undergraduate) for the 2011-2012 academic year

- Less than 1,000
- 1,000 - 9,999
- 10,000 - 19,999
- 20,000 - 29,999
- 30,000 - 39,999
- 40,000 - 49,999
- More than 50,000

Where is your institution located?

At what level are fees controlled and/or approved at your institution?

	State Government	State or System Governing/Coordinating Board	Institution
Mandatory fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
User (or voluntary) fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This study is based on the assumption that your institution has experienced fiscal stress in the past four years. Fiscal stress is defined as reductions in budget, personnel, revenue, services, and/or enrollment causing the institution difficulty in covering operating expenses.

Has your institution experienced fiscal stress in the past four years (2008 - 2012)?

- Yes
- No

**Section 2: Budget Information**

Did general fund (tuition and state) support decrease to student affairs between 2008 – 2012?

- Yes
- No

**Approximately** what percent of your overall student affairs operating budget came from general fund sources (tuition and state) during each of the years indicated below?

- 0 2008-2009
- 0 2009-2010
- 0 2010-2011
- 0 2011-2012

What would best describe your institution's approach to budgeting?

- Incremental and Decremental** (incremental upward or downward adjustments to budget allocations, expressed as percentage increases or decreases from the previous year's budget.)
- Zero-Based** (The budget proposal, built new each year, is directly correlated to the costs of implementing plans, reaching goals, and hitting benchmarks or objectives.)
- Responsibility-Centered** (individual colleges, departments, and units of the university are "revenue centers," "cost centers," or "hybrid centers," each with full access to the direct and indirect revenues it generates in exchange for covering the expenses it incurs.)
- Initiative-Based** (A small percentage of department or unit budgets is centrally pooled for redistribution. This set-aside fund is then earmarked for current or emerging priorities, proposed as initiatives.)
- Other

### Section 3: Functional Areas

Listed below are services that have traditionally appeared in a student affairs portfolio. Please indicate which of the following are part of the student affairs division at your institution.

- |                                                                     |                                                          |                                     |
|---------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Academic Advising                          | <input type="checkbox"/> Greek Affairs                   | <input type="checkbox"/> Admissions |
|                                                                     | <input type="checkbox"/> Health Services                 | <input type="checkbox"/>            |
| Assessment, Research, and Program Evaluation                        | <input type="checkbox"/> International Student Services  |                                     |
| <input type="checkbox"/> Athletics                                  | <input type="checkbox"/> Judicial Affairs                |                                     |
| <input type="checkbox"/> Campus Safety                              | <input type="checkbox"/> Leadership Programs             | <input type="checkbox"/>            |
| Career Development                                                  | <input type="checkbox"/> LGBT Student Services           | <input type="checkbox"/>            |
| College or Student Unions                                           | <input type="checkbox"/> Multicultural Student Services  |                                     |
| <input type="checkbox"/> Community Service Programs                 | <input type="checkbox"/> Orientation                     |                                     |
| <input type="checkbox"/> Commuter Services                          | <input type="checkbox"/> New Student Programs            | <input type="checkbox"/>            |
| Counseling and Psychological Services                               | <input type="checkbox"/> Recreation and Fitness Programs |                                     |
| <input type="checkbox"/> Dean of Students Office                    | <input type="checkbox"/> Religious Programs and Services |                                     |
| <input type="checkbox"/> Dining and Food Services                   | <input type="checkbox"/> Registration Services           |                                     |
| <input type="checkbox"/> Disability Support Services                | <input type="checkbox"/> Residence Life and Housing      |                                     |
| <input type="checkbox"/> Enrollment Management                      | <input type="checkbox"/> Student Activities              | <input type="checkbox"/>            |
| Financial Aid                                                       | <input type="checkbox"/> Women's Center                  |                                     |
| <input type="checkbox"/> Fundraising and Fund Development           | <input type="checkbox"/> Other                           |                                     |
| <input type="checkbox"/> Graduate and Professional Student Services | <input type="checkbox"/> Other                           |                                     |

### Section 4: Changes in Student Affairs

What resource changes in student affairs programs or services are attributable to fiscal stress in the past four years?

	Eliminated	Reduced	Unchanged	Increased	Created	No Response
» Academic Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Assessment, Research, and Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Campus Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Career Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» College or Student Unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Community Service Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Commuter Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Counseling and Psychological Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Dean of Students Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Dining and Food Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Disability Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
» Enrollment Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
» Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Fundraising and Fund Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Graduate and Professional Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Greek Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» International Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Judicial Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Leadership Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
» LGBT Student Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
» Multicultural Student Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
» Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» New Student Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Recreation and Fitness Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Religious Programs and Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Registration Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Residence Life and Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Student Activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
» Women's Center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
» Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
» Other	<input checked="" type="checkbox"/>					

To what extent have the following strategies been utilized in the past four years to manage fiscal stress at your institution within student affairs? Mark all that apply for each area indicated.

	Establish or increase mandatory student fee	Establish or increase user fee	External Fundraising	Outsourcing / Public-Private Partnerships	Grant writing	Internal Reallocation
» Academic Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Assessment, Research, and Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Campus Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Career Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» College or Student Unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Community Service Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Commuter Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Counseling and Psychological Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Dean of Students Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Dining and Food Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Disability Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Enrollment Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Fundraising and Fund Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Graduate and Professional Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Greek Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» International Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Judicial Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Leadership Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» LGBT Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Multicultural Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» New Student Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Recreation and Fitness Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Religious Programs and Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Registration Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Residence Life and Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Student Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Women's Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
» Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement to the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am an "expert" concerning my institution's budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am an active contributor to my institution's budget process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a strong advocate for my division's programs, whatever the sources of support may be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am an active entrepreneur for my division by seeking and securing funds from external sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the trends in outsourcing services and programs, both within your division and within the total institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any strategies that you would consider to be "entrepreneurial" in nature being utilized or considered within your Student Affairs area to meet budgetary demands.

Do you see your current strategies continuing and/or new ones emerging to manage fiscal constraints? Please elaborate.

Use this area to elaborate on and/or clarify any of your responses in this survey.



## Appendix D

### Respondents and Corresponding Results Regarding Service Changes and Strategies

Respondents and Corresponding Results Regarding Service Changes and Strategies

Area	Response Change	MF	UF	EF	OS	GW	IR
Academic Support	Reduced					X	X
Academic Support	Increased		X				X
Academic Support	Increased	X	X	X		X	
Academic Support	Reduced	X					X
Academic Support	Increased	X		X			X
Academic Support - Tutoring	Increased						X
Bookstore	Unchanged						
Bookstore	Unchanged						
Bookstore	Unchanged						
Child Care	Increased						X
Child Care	Increased						X
Child Care	Reduced					X	
Child Care	Unchanged		X				
Child Care	Increased					X	X
Child Care	Unchanged						
Child Care, Conference Services, Production Services, Auxiliary Services	Reduced	X	X			X	X
Community Relations	Increased						X
Conference Services	Unchanged						
Conference Services	Unchanged	X					
Day Care	Unchanged						
Education Outreach	Increased					X	
First Year Experience Program	Unchanged						
Golf Course	Reduced			X			
Institutional Research	Unchanged						
Interactive Theater Project	Reduced			X			
International Service Learning	Unchanged						X

K-12 Outreach	Increased					X	
Laundry/Beverage Vending	Unchanged						
Marketing and Communication	Unchanged						
Military Affairs	Unchanged						X
Motor Pool	Unchanged						
Multipurpose Arena	Unchanged						
OEO/TRIO	Reduced					X	
Other Cultural Centers	Unchanged						X
Outdoor Programs	Unchanged						
Parent & Family Services	Reduced						X
Parent and Family Programs	Unchanged						
Pre-College Programs	Increased						X
Residence Life (not housing)	Unchanged						
Rodeo Activities	Reduced		X				
ROTC	Unchanged						X
ROTC	Unchanged						
SA Information Technology	Reduced						X
Service Learning	Unchanged						
Spirit Programs	Reduced						X
Student Financial Management	Unchanged			X		X	X
Student Government	Unchanged						
Student Government	Unchanged	X		X			
Student Legal Services	Unchanged		X				
Student Legal Services	Reduced	X					
Student Media	Reduced			X			X
Student Media	Reduced						X
Student Money Management	Unchanged	X					
Student Success	Increased	X	X			X	
Sustainability	Unchanged						

Talent Development	Unchanged						X
Transportation Services	Increased						
TRIO GEAR/UP programs	Increased						X
Trio Programs	Increased					X	
Veteran Services	Increased						X
Veteran Services	Created						X
Veteran Student Support						X	

MF – Establish or increase a mandatory fee

UF – Establish or increase a user fee

EF – External Fundraising

OS – Outsourcing/Public-Private Partnership

GW – Grant Writing

IR – Internal Reallocation

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## VITA

Author's Name: Christopher Paul Thuringer

Birthplace: Lexington, KY

Education: Master of Arts in Communication  
University of Kentucky (Lexington, KY)  
May 2002

Bachelor of Science in Communication  
University of Kentucky (Lexington, KY)  
May 2002

Work Experience: Assistant Provost of Undergraduate Education  
University of Kentucky (Lexington, KY)  
September 2011 – Present

Associate Director of Student Involvement  
University of Kentucky (Lexington, KY)  
July 2005 – August 2011

Assistant Director of Student Involvement  
University of Kentucky (Lexington, KY)  
August 2002 – June 2005

Christopher Paul Thuringer