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Pepperdine University
Graduate School of Education and Psychology

A PROFILE OF THE CHIEF STUDENT AFFAIRS OFFICERS OF THE CALIFORNIA
STATE UNIVERSITY SYSTEM

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Jarrett D. Fisher

March, 2015

June Schmieder-Ramirez, Ph.D. – Dissertation Chairperson

This dissertation, written by

Jarrett D. Fisher

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

This dissertation is dedicated to my most loving and supportive wife, Katie.

ACKNOWLEDGEMENTS

When I first set out on the doctoral journey, I was confident I would be done in 3 years. After all, I had completed my bachelor's degree in 4 years and master's in 2 years. However, four promotions, three addresses, two states, two children, one cross-country move, and one remodeled house later, I fully appreciate how life brings many unanticipated, yet welcomed opportunities. It is often those opportunities which make us better than when we started and I personally have many to thank for helping me along the path to this milestone.

First, to my wife, Katie, who has always been and continues to be my greatest supporter. She was always there to cheer me on and offer gentle guidance when I needed that extra bit of motivation to push through. From loving notes left in my briefcase to dinner plates found wrapped in the refrigerator after a late night of research, she was always there. Katie also made this dissertation possible through the countless loads of laundry, dishes, children's baths, and trips to the store she did alone so I could write. Her sacrifice made this all possible.

I also thank my daughters, Lindsay and Madison, for all the trips to the park, dance, story, and bath times that I missed in pursuit of this doctorate. Though too young to fully understand, they were a source of inspiration as I try to live as an example and instill the importance of education. To my mom, who so freely gave of herself so that I may freely receive, and in turn, give back to others. To both my grandmothers, Merlene Reid and Rose Smith who made this possible, though neither were able to see its completion. A special thanks to my friend, Lucas Rucks, who on his own dissertation journey was a source of support as we talked through the challenges of juggling

careers, homes, and families while pursuing the doctorate. To my friend, Chris Burgy, who opened his home when I flew between Los Angeles and New Jersey. To the rest of my friends and family, thank you for your understanding and patience for those times I missed gatherings, or was there, but not fully present in the moment.

I reserve special thanks to President Horace Mitchell of California State University, Bakersfield. I appreciate your mentorship and for helping me to secure site approval in order to conduct my research. I would also like to extend great thanks to Dr. Erik Blaine for supporting my research, including the use of elements from his 1997 questionnaire. To my colleagues at Pepperdine University and Princeton University, thank you for your camaraderie and encouragement. To my supervisors, thank you for the scheduling accommodations in order to travel for coursework and policy experiences as well as the preliminary and final oral defense.

Finally, I offer heartfelt thanks to my committee. To my dissertation and program chair, Dr. June Schmieder-Ramirez, thank you for challenging, guiding, and supporting me throughout this journey. To Dr. Greg McNeal, from Malibu neighbor to committee member, thank you for taking time from your writing and research schedule in support of my own. To Dr. Kari Enge, from what started as just across the hall to across the country, thank you for your encouragement as both committee member and trusted student affairs colleague.

VITA

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- Oversee the unprecedented expansion and implementation of a vibrant, comprehensive student life program, including the introduction of new student-oriented events and university traditions.
- Regularly evaluate the programs, services, and activities of the office with attention to the development and assessment of student learning in a co-curricular environment.
- Lead and serve on numerous university committees, including Student Affairs Co-Curricular, Professional Development, Sophomore Experience Task Force, Student Disciplinary Appeals, Student Organizations Adjudication, 75th Anniversary, and Howard A. White Center Capital Improvements.
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ABSTRACT

The purpose of this quantitative study was to establish a current profile of the chief student affairs officers (CSAOs) of the 23 campuses that comprise the California State University (CSU) system. This study provides descriptive data on CSAO (a) demographics and characteristics; (b) roles; (c) functions; (d) career patterns; and (e) leadership styles. The data was obtained using a 20 item questionnaire designed to address each of the five research questions, which included: (a) What are the current characteristics of the CSAO?; (b) What are the roles of the CSAO?; (c) What are the functional areas of the CSAO?; (d) What are the career patterns of the CSAO?; and (e) What leadership style do CSAOs perceive to be the most effective for their position?

The population for this study included the 23 CSAOs in the CSU system during the 2014-2015 academic year. A total of 23 surveys were electronically mailed with a 70% response rate. With more than 436,000 students and 44,000 faculty and staff, the CSU system is the largest university in the United States, making the CSU a significant employer of student affairs professionals.

The CSAO serves 19,650 students, reports to the president, and operates with the title of vice president for student affairs. The CSAO has served in their current position as well as their present institution for less than 5 years. This implies that the CSAO is likely to be an external appointee. The majority of CSAOs have been in the student affairs profession for more than 20 years and were first appointed to a CSAO position, at any institution, between the age of 45 to 49.9 years.

An aspiring CSAO should expect to (a) acquire an earned doctorate in an educational field; (b) gain at least 10 years of professional experience in various student

affairs functional areas; (c) serve as either an assistant or associate vice president of student affairs; (d) serve at the director-level of a functional area within student affairs; and (f) possess an understanding for the full range of characteristics, roles, functions, career patterns, and leadership styles most valued in the CSAO.

Chapter 1. Introduction

Problem Statement

The chief student affairs officer (CSAO) is an essential university leader, yet insufficient research has been conducted to identify the demographics, characteristics, roles, functional areas, career patterns, and leadership styles of this position (Miller & Nadler, 1996). Researchers have found it difficult to identify roles and characteristics of CSAOs because each institution has a different organizational structure to deliver student support services, based on the desires of the university president and needs of the campus community (Holmes, 1992; Lunsford, 1984). This is true for most leadership positions in higher education (Henck, 1996). The literature that does exist largely centers on presidents of institutions of higher education, with emphasis placed on community colleges (Bensimon, Neumann, & Birnbaum, 1989; Dever, 1999).

Conversely, few studies have examined CSAOs in a public university setting, and only one has sought to observe this critical post within the largest university system in the United States (Blaine, 1997). Though Blaine's (1997) study examined the demographics, roles, functional areas, and career patterns of CSAOs in the California State University (CSU) system, the study did not address CSAO roles or functional areas in relation to institutional size, or the leadership styles of the CSAOs. Furthermore, since the research was conducted, the CSU system has added two new campuses. Finally, demographics, characteristics, functional areas, and career pattern results collected by Blaine more than 18 years ago are outdated, while contemporary research is needed to address current trends. Despite the lack of research conducted on this influential appointment, CSAOs continue to play a pivotal role in student

development and have seen an increase in institutional prominence (Brown, 1997; Sandeen, 2004; Terenzini, 1973).

With an influx of students resulting in a growing demand for university services, faculty and administration saw a need for an organizational unit separate from academic affairs (Dinniman, 1977). Departments with a student service focus, once under the direction of provosts, began to require expert attention and proficient leadership not readily available among traditional faculty ranks (Clement & Rickard, 1992). University presidents organized student affairs divisions and appointed the CSAO to develop student services that would in turn provide student development (Barr & Keating, 1995; Sandeen, 1991). Student affairs professionals have established the division as a crucial function of the university, thereby elevating its status as a cabinet-level unit, which is deserving of a top-level executive who is on par with chief academic officers, chief finance officers, and chief development officers (Dressel, 1991; Knock, 1995). University presidents have also begun to call upon these divisions to work in leadership teams (Bensimon et al., 1989; Dever, 1999). Additionally, a rise in regional, comprehensive universities, each needing professional student affairs leaders, has increased the need for adept CSAOs.

In an effort to provide their own institutions with educated and well-prepared leaders, a greater number of universities are offering graduate programs that specialize in student affairs, student development, and counseling in higher education (Coomes, Belch, & Saddlemire, 1991; Dressel & Mayhew, 1974; Keim & Graham, 1987; Sandeen, 1982; Young, 1993). However, due to a lack of empirical research on the characteristics, roles, functional areas, career patterns, and leadership styles of CSAOs,

graduates have inadequate information to chart a course for leadership succession in the chosen field of study. Moreover, entry-level and mid-level student affairs professionals are faced with the same dilemma when attempting to find a traditional route to the CSAO position.

Fundamentally, the graduate programs are intended to prepare future student affairs professionals, including eventual CSAOs, for the challenges that lie ahead. This is no simple task as CSAOs often oversee a broad range of student services including counseling, residence life, career services, clinic health, student activities, student union, campus recreation, student judicial affairs, academic advising and support services, disability services, multicultural student services, dean of students, enrollment management, leadership development, and civic engagement (Kuk & Banning, 2009). With such an expansive list of departments that support student development, CSAOs are in an extremely influential position to contribute to the education of students (Sandeem, 2004). However, the diversity of departments also requires a leader with experience and knowledge that include a variety of skill sets.

CSAOs are expected to be good leaders, managers, mediators, educators, ambassadors, communicators, supervisors, and coordinators, while also serving as experts in financial and legal issues (Ostroth, Efird, & Lerman, 1984; Rickard, 1985b; Sandeen, 1991). Furthermore, CSAOs are to uphold the policies and mission of the university, while also serving as an advocate for students; two roles that can have competing demands (Delworth, Hanson, & Associates, 1989). The position is so unique that Robertson (1981) suggested that CSAOs will have more difficulty in the demonstration of division effectiveness than any other university unit. Yet, CSAO

obligations do not end there. CSAOs must also continue teaching, participate in professional development activities, and conduct research if they are to be effective leaders (Sandeen, 1991).

Graduate programs designed to prepare student affairs professionals must ensure the curriculum provides a sound foundation that addresses contemporary issues facing the discipline (Sandeen, 1982). A complete review of the history of higher education and the advancement of student affairs is paramount to understanding the core objectives of the field. Moreover, course offerings should include an appreciation for the diverse needs and backgrounds of students. Future CSAOs must also be poised to handle a growing concern for mental health issues, alcohol and drug abuse, changing student demographics, campus safety, diminishing resources, compliance and regulatory requirements, and student completion rates (Wesaw & Sponsler, 2014). Technology must also be incorporated, as it has played a central role in the way students affairs professionals communicate with students, and CSAOs must be at the forefront in promoting technological advancements within the division (Roberts, 2005; Young & Coldwell, 1993). Finally, graduate programs are instrumental in assisting aspiring CSAOs in the identification of characteristics, roles, functional areas, career patterns, and leadership styles of the senior administrator, but those attributes can only be addressed when knowledge exists. As Sandeen (1991) states, "These skills can be learned from a variety of academic disciplines" (p. 207). In the absence of adequate literature, this study attempts to address those elements by surveying the CSAOs in the largest university system in the United States; a significant employer of student affairs administrators and post-baccalaureate program graduates.

Purpose Statement

The purpose of this descriptive study was to establish a current profile of the chief student affairs officers of the 23 campuses that comprise the California State University system using survey technique (Appendix A). This study provides contemporary descriptive data on (a) demographics and characteristics of the CSAO; (b) roles of the CSAO; (c) CSAO functional areas; (d) career patterns, professional development, and preparation trends of CSAOs; and (e) leadership styles of the CSAO.

The following research questions guided this study:

1. What are the current characteristics of the chief student affairs officers of the California State University system?
2. What are the roles of the CSU chief student affairs officers?
3. What are the functional areas of the CSU chief student affairs officers?
4. What are the career patterns of the chief student affairs officers in the California State University system?
5. What leadership style do CSU chief student affairs officers perceive to be the most effective for their position?

This study has implications for academic programs that prepare new professionals entering the field of student affairs. With more than 436,000 students and 44,000 faculty and staff, the California State University system is the largest public university in the United States, making the CSU a significant employer of student affairs professionals (California State University, 2014). Furthermore, the identification of career succession patterns may be valuable to recent graduates and entry-level professionals as they plan a career path in student affairs. Moreover, the CSU system

can apply the results of this study when designing the position announcement and interviewing for the chief student affairs officer. The CSU system may also apply the results when making organizational structure determinations over the functional areas within the division of student affairs. Additionally, result variation regarding CSAO roles and functional areas are examined in comparison to institutional size. Finally, CSAOs may understand which leadership styles are perceived to be most effective.

Significance of the Study

As leader of the student affairs division, a major component to the success of any university, the CSAO position is of vital importance. Therefore, it is crucial that graduate programs in the fields of higher education and student affairs administration teach the characteristics necessary to be an effective CSAO and institutional leader. However, due to the lack of research and available information on the characteristics of the CSAO, graduate programs do not have adequate literature to present to aspiring CSAOs. Effective leadership in student affairs is a learned behavior developed from the evaluation of CSAO characteristics, but in the absence of sufficient research specific to the CSAO, post-baccalaureate programs teach leadership styles in broad terms (Renick, Terrell, & Jones, 1989). Graduate education is prepared to provide students with generalized leadership skills necessary to be an effective leader, but further research is needed to centralize the leadership styles fundamental to the role and success of the CSAO (Rogers; 1991, 1992).

The research provides an analysis of characteristics, roles, functional areas, career patterns, and leadership styles of CSAOs, which will not only assist graduate students and CSAOs, but also university presidents, other division chiefs, mid and

entry-level student affairs administrators, legislators, and students served by the CSAO. University presidents may benefit from the research as it attempts to identify valued CSAO characteristics, which may prove useful during recruitment procedures. Presidents may also use the results to identify common career patterns of candidates to determine which experiences, tasks, roles, and educational backgrounds will best meet the needs of students and campus constituents. Based on the results of the study, university presidents may reassess organizational charts and vest additional operating units under the leadership of the CSAO. Additionally, university presidents may apply research results in maintaining the importance and authority of the CSAO as more than just leader of the student affairs division, but as a campus-wide leader, equal to CSAO counterparts in the divisions of academic affairs, business services, and advancement (Brown, 1997). According to Kinnick and Bolheimer (1984), the success of the student affairs division relies on the presidential perception of CSAO roles. As a member of the university president's cabinet, the CSAO can be an effective team player (Sandeem, 1991).

Fellow division chiefs such as chief academic affairs officers and chief business services officers may use the results of the research to better relate and appreciate the characteristics that lead to the appointment of the CSAO. When university presidents call upon cabinet members to provide team leadership, position specific responsibilities can be suspended to address the needs of all university units (Bensimon et al., 1989). Team leadership requires the temporary dissolution of divisional territorialism, whereby, division chiefs must be able to value the objectives of all divisions, as each contributes to the mission of the university. This study provides data on the characteristics, role,

functional areas, career patterns, and leadership styles which will assist fellow division chiefs with a better understanding of the CSAO as team leader, campus leader, and student affairs leader. CSAOs can no longer perceive themselves as support positions, but must be seen and act as equals (Oliver, 2001). With the identification and recognition of CSAO leadership characteristics, scrutiny of the student affairs division as a major contributor to the advancement of higher education may cease (Brown, 1997; Roth, 1986).

Mid-level student affairs administrators will benefit from the acquisition of data as these positions depend on the CSAO for direction and support. In the absence of appropriately applied CSAO leadership, student affairs units will become less efficient, and thus, less effective. CSAOs maintain budgets, distribute resources, conduct operational assessments, evaluate employees, and advocate the needs of student affairs professionals to the president and university governing board. Moreover, many of these mid-level student affairs professionals can look to the CSAO as an example of desirable characteristics if they themselves plan to map their own career objectives as modeled by the CSAO. Characteristics, roles, functional areas, career patterns, and leadership styles of CSAOs may assist student affairs professional organizations in the promotion of the profession and increase the upward mobility of mid-level administrators to the CSAO position (Gordon, Strode, & Mann, 1991; Roberts, 2007).

Legislators will benefit from the research by gaining an understanding for the full depth and breadth of the CSAO position including its many complexities. As a public institution, the CSU system receives the majority of its funding from the state of California. The CSU system's fiscal resources are allotted at the discretion of the

California State Legislature, including the State Senate and the State Assembly, with the governor retaining budget line-item veto authority. Institutions across the United States, including the CSU system, have come under government scrutiny in recent years as legislators seek measurable results to justify spending and renewed funding. Yet, for every \$1 the state invests in the CSU system, the CSU system returns \$5.43. CSU system expenditures also create more than \$17 billion in economic activity and sustains more than 150,000 jobs in the state. One in 10 employees in California is a CSU graduate with nearly half of the state's baccalaureate degrees awarded by a CSU campus. Moreover, more than one-third of CSU students are first generation college students (CSU, 2014, p. 5). In this current political climate, legislators often call for an increase in retention, graduation, and employment rates while providing CSAOs with diminishing resources (Wesaw & Sponsler, 2014). CSU CSAOs have the difficult task of meeting these unfunded mandates yet are often charged with providing leadership for the functional areas tasked with delivering on these increased results, including academic advising, tutoring, retention, program completion, and career services (Blaine, 1997; Kinnick & Bollheimer, 1984; Rentz, 2004). As a result, CSAOs must spend more time on budget management and fundraising to make up the financial difference while student enrollments continue to rise (Ackerman, DiRamio, & Wilson, 2005; Crowe, 2011; Kopita & Royse, 2004; Stewart & Williams, 2010; Varlotta, 2010). From the research on roles, functional areas, and leadership styles, legislators may gain a new appreciation for the contributions made by CSAOs to the CSU system and the state of California.

Students will benefit from the results identified in this study. CSAOs are critical to the development of the student. The support services provided under the leadership of the CSAO affect every student from the moment each first comes in contact with the university until completion. CSAOs advocate the needs of the students they serve, while simultaneously articulating the policies and mission of the institution (Delworth et al., 1989). The work conducted by CSAOs augments classroom learning with co-curricular planning, which contributes to the academic support needs of students (Barr & Keating, 1995; Holmes, 1992). CSAOs are charged with improving the overall quality of the student experience, ranging from customer service initiatives in financial aid and university housing, to coordinating a comprehensive athletics program and developing a lively campus life via student activities (Veysey, 1965). In an era when students demand recognition as educational consumers, CSAOs must meet the needs of an increasingly diverse population while remaining cognizant of rising tuition, scarce resources, environmental impact, and technological advancements. Students and CSAOs would both be served if there were a better understanding of the roles, functional areas, characteristics, and leadership styles of this campus-wide leader.

Finally, in addition to the aforementioned, CSAOs will benefit from the results of the study. By examining the approach applied by colleagues and peer institutions, the CSAO is poised to affect personal change as well as change within the respective institution's student affairs division. The CSAO may use the data to expand upon existing characteristics and leadership styles found most useful with the successful characteristics and leadership styles exercised by CSAO counterparts. Additionally, CSAOs may realign their core roles with those effectively executed by their CSAO

colleagues. Moreover, the CSAO is well positioned to restructure the functional areas within the respective student affairs division after a model used at institution of similar type and enrollment size. The results may also enable the CSAO to better articulate to the university president the benefits of increasing or decreasing the number of functional areas under the CSAO's purview. Lastly, the results of the study will provide CSAOs with an opportunity to compare and contrast while offering points to benchmark their own characteristics, roles, functional areas, and leadership styles.

This research contributes to the existing literature regarding contemporary demographics, characteristics, roles, functional areas, career patterns, and leadership styles of the chief student affairs officers by analyzing CSAOs of the California State University system. The research attempts to provide a better understanding of how roles and functional areas differ based on institutional size. The results of the study will be of value to CSAOs, university presidents, fellow division chiefs, mid-level student affairs administrators, graduate students, entry-level student affairs professionals, legislators, and the students served by the CSAO.

Definition of Terms

California State University (CSU). The CSU is the largest university system in the United States, consisting of 23 campuses located throughout the state of California, with 447,000 students, and 45,000 faculty and staff. A public university, the CSU was established in 1961 to offer baccalaureate and masters degrees, and began offering an independent education doctorate in 2007 (CSU, 2014).

Characteristics. The personal traits and attributes present in successful CSAOs.

Chief student affairs officer (CSAO). The senior administrator responsible for the overall direction of student support programs and services at an institution of higher education. Though a universal title does not exist, commonly used terms include vice president for student affairs, vice president for student services, and dean of students.

Demographics. The structure of the CSAO population, such as age, gender, ethnicity, academic credentials, reporting structure, and years of service.

Higher education. For the purposes of this study, higher education is postsecondary education at four-year colleges or universities in the United States.

Institution. For the purposes of this study, an institution is a college, university, or the campuses comprising a university system. As this study is specific to the California State University system, an institution most commonly refers to a university.

President. For the purposes of this study, the president is the chief executive officer of an American college or university.

Provost. For the purposes of this study, the provost is the chief academic officer of an American college or university, with oversight for faculty, curriculum, and instruction.

Student affairs. The organizational structure responsible for student support services and co-curricular instruction. Services offered typically include student activities, admissions, financial aid, orientation, academic advising, student conduct, counseling services, orientation, student affairs assessment, career services, wellness programs, disability support services, on-campus housing, multicultural affairs, and international programs (Rentz, 2004; Wesaw & Sponsler, 2014).

Role. Essential responsibilities, duties, and charge placed on a position.

Functional areas. Organizational units within CSAO leadership, direction, and administrative oversight. These units often include departments, offices, programs, and centers within the division of student affairs.

Career pattern. The occupational history and professional development of an individual.

Leadership. “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.” (Northouse, 2007, p. 3).

Assumptions of the Study

The following two assumptions were considered throughout the study by the researcher:

1. Respondents to the survey were as thorough and truthful to the best of their ability.
2. By virtue and definition of the term “chief student affairs officer,” the respondent to the survey were the senior-level officer with primary responsibility for fiscal and human capital and not a deputy or subordinate administrator within the division of student affairs at the respective California State University campus.

Limitations of the Study

This study was limited to the chief student affairs officers of the 23 campuses which comprise the California State University system. Therefore, the following limitations exist:

1. The research does not include the chief student affairs officers of independent or religiously affiliated institutions. Therefore, the results should not be generalized to these types of institutions.

2. The research did not include chief student affairs officers of California's public, two-year community colleges. Therefore, the results should not be generalized to these institutions.
3. The research did not include the chief student affairs officers of the University of California (UC) system, which includes ten campuses throughout the state of California. Therefore, the results should not be generalized to these institutions.

Organization of the Study

This study is organized into five chapters. The first chapter provides an introductory information, problem statement, purpose of the study, research questions, significance of the study, limitations and assumptions of the study, and definition of key terms. The second chapter offers a review of the literature on the history of higher education and student affairs as well as the demographics, characteristics, roles, functional areas, career patterns, and leadership styles of the CSAO. The third chapter describes the methods and procedures used to implement the study, including research questions, research design, data collection, validity, reliability, protection of human subjects, and data analysis process. The fourth chapter presents the research results based on statistical analysis performed for this quantitative study, comprising descriptive and inferential statistics using means, frequencies, and percentages. The fifth and final chapter will offer a final summary of the study including conclusions, implications, and recommendations for practical application and further research.

Chapter 2. Review of the Literature

The purpose of this descriptive study was to establish a current profile of the chief student affairs officers of the 23 campuses that comprise the California State University system using survey technique. This study provides contemporary descriptive data on (a) demographics and characteristics of the CSAO; (b) roles of the CSAO; (c) CSAO functional areas; (d) career patterns, professional development, and preparation trends of CSAOs; and (e) leadership styles of the CSAO. To that end, the review of literature is organized into six main sections. The first section provides a historical overview of the student affairs profession, followed by five sections which correspond to each of the five research questions.

History of the Student Affairs Profession

American higher education began with the founding of Harvard in 1636 and was the first of the colonial colleges to adopt the English system of educating students in a residential setting. Under the model, students lived on campus while their general welfare was tended to by the president and faculty. These institutional agents were charged with the care, well-being, discipline, moral, and spiritual development of students, who were typically males between the ages of 11-15 (Delworth et al., 1989). By providing a holistic approach to education, colonial colleges took on the role of surrogate parent to their students, a notion known from its Latin roots as "*in loco parentis*" or "in place of a parent." From this, *in loco parentis* provided the foundation for what was later to become the student affairs profession.

For more than 250 years, *in loco parentis* was the accepted approach in the application of student services. However, as the American university expanded and

became more complex in the late-eighteenth century, the role of the president also grew. With the additional duties required of the chief executive, the president could no longer participate in the daily maintenance of student concerns, including counseling and discipline. Additionally, the period following the Civil War witnessed an expansion of public, land-grant institutions following the passage of the Morrill Act, and with it, student enrollment drastically increased. As student enrollment expanded, so did students' ability to become more actively involved in their own co-curricular development with the establishment of intercollegiate athletics, fraternities, and social clubs. Throughout this time, college presidents became increasingly concerned with student actions and Williamson (1961) concluded that "the over worked teaching president of the college needed help in performing his duties and special assistants were appointed" (p. 5). Dinniman (1977) also noted "Because of significant changes professionalizing the academic role in higher education after the Civil War, the president and faculty, in most institutions, were either no longer able or willing to work with students in their out-of-class development. The student affairs deanship was intended to fill this void" (pp. 2-3). Yet, Barr and Keating (1995) argue that "one of the unique characteristics of American higher education is providing structure for the out-of-class life of college students."

In response to concerns from faculty and parents, Harvard's president, Charles Eliot, appointed LeBaron Briggs as the first dean of students in 1890. Briggs was charged with academic administration and student discipline at a time when faculty were beginning to focus more on research and less on the personal needs of students. Briggs appointment is considered to be a pivotal point in the establishment of student affairs as a formal profession (Sandeem, 1991). Later that same year, Swarthmore

College appointed Elizabeth Powell Bond as, what is believed to be, the first dean of women with a charge to focus on the specific needs of its female students. The University of Chicago appointed its first dean of women 2 years later in 1892 and Oberlin College followed in 1894 (Wrenn, 1951). At the time of their appointment, only 21% of undergraduate students throughout the U.S. were female. By 1930, female undergraduate enrollment had grown to approximately 47% nationwide, with 78 institutions dedicated to female education. That same year, Oberlin College responded by becoming the first coeducational institution (Schwartz, 1997).

Rentz (2004) describes the student affairs profession as emerging and evolving through the span of three distinct eras. The first era was concentrated on *student personnel work* from 1890 to mid-1960s, followed by *student development* from the mid-1960s to late 1980s, and the profession is now in an era of *focus on student learning* (1990s to present).

Student personnel work. During the era of student personnel work, student affairs professionals focused on the needs of individual students, student behavior, and personnel management. Professionals were expected to manage students' extracurricular activities and to be human specialists and counselors in the areas of vocational guidance (Barr & Keating, 1995).

During this timeframe, the German model of impersonalism began to influence American higher education just before and after the Civil War. Once dedicated to the holistic education of students, faculty became more involved in research and scholarship which lent to the rise of the student personnel worker (Clement & Rickard, 1992). German impersonalism implies that the main charge of the faculty is research

and scholarly work, thereby giving them “less time for undergraduate student contact and less involvement in undergraduate student matters” (Dinniman, 1977, p. 5).

According to Dinniman (1977), without the student-faculty interaction, students became bored and began developing their own “extracurriculum, with its own value, that was separate from the value system and intellectual perspective of the faculty-based curriculum” (p. 5). These extracurricular activities, as well as undergraduates’ need for advising and student services, coupled with the changing role of college presidents and the faculty, resulted in the early appointment of deans of students (Chickering & Reisser, 1993; Clement & Rickard, 1992; Dinniman, 1977; Rudolph, 1990). Though German impersonalism still exists today, educational leaders have long supported a student development model which was later adopted by the student affairs profession. William Rainey Harper outlined the importance of student development in his 1899 address on the “Scientific Study of the Student” (as cited in Harper, 1905). Woodrow Wilson actively supported the co-curricular development of students through his introduction of the preceptorial system in 1902, followed by a push for the residential college system at Princeton University in 1905 (Dinniman, 1977).

It was also during the student personnel work era that the first graduate program in student affairs was offered. In 1917, Columbia University awarded a master of arts degree for deans of women and expanded the program to include males in 1928 (Williamson, 1949). During this same era, a consortium of deans of men, conceived by Dean Robert Rienow from the University of Iowa, met on January 24, 1919. That fateful meeting of six student personnel workers eventually led to the founding of the National Association of Deans of Men. In 1951, the association officially changed its name to the

National Association of Student Personnel Administrators (NASPA), establishing the leading professional society for student affairs practitioners today (Turner, 1968).

The document which defined the establishment of student affairs as a professional field was written by the American Council on Education (ACE) in 1937. *The Student Personnel Point of View* was intended to standardize and bring continuity among the organizational structure and values of the profession. The publication also outlined the importance for student affairs professionals to support the work of the academic departments within their institutions. The result of this core document was the expansion of student services at individual institutions throughout the U.S. in an effort to align with its recommendations (Sandeem, 2001).

The student personnel worker era was further affected by significant national events, including World War I, the Great Depression, and World War II. Following the second world war, the Serviceman's Readjustment Act, most commonly known as the GI Bill, created an enrollment surge of male students. During this time male students accounted for 79% of the student population, while female students, which previously accounted for a high of 47%, dropped back down to only 21%. The result of the enrollment shift was a readjustment in the dean of women and the dean of men positions back to an inclusive dean of students role (Schwartz, 1997).

Student development. In the following era, which spanned the mid-1960s to late 1980s, student affairs professionals dedicated their work to student development and began to reject "the notion that student affairs work is exclusively extracurricular" (Barr & Keating, 1995, p. 36). This philosophical construct focused on developing students through cognitive and social interactions within the college setting. In 1968, the

American College Personnel Association (ACPA) commissioned an article written by Robert Brown of the University of Nebraska on how the profession could effectively move into the 21st century while charging the faculty and student affairs professionals with student development. It is also during this time that student affairs professionals began to see their work as a means to complement the institution's scholarly work and classroom teaching instruction.

Student development theory was advanced through exploration of cause and effect surrounding individual choice. Moreover, the early part of the student development era saw a decline of *in loco parentis* as independent thought, action, and choice was embraced during the late 1960s. Robert Shaffer served as a CSAO during this period and stated, "Once I got the job, I realized that my job was to help students express themselves, not to suppress them" (Gaston-Gayles, Wolf-Wendel, Tuttle, Twombly, & Ward, 2004, p. 269). The practical application of theory was also supported by the passage of significant federal legislation during this time. The Civil Rights Act of 1964 and its expansion in 1969 to include sex as a non-discriminatory category, as well as Title IX of the Education Amendments, affected both the enrollment and hiring practices of college campuses (Astin, 1991).

Student learning. During this third era from the 1990s to present, student affairs professionals now center their work on student learning and have solidified their charge to support the academic mission of the institution. This vocational call was outlined in two documents by ACPA in 1994; *Powerful Partnership: A Shared Responsibility for Learning* and reaffirmed in the *Student Learning Imperative*. Both publications stress the importance of faculty and student affairs professionals to work together in their

collective interest to advance learning and the mission of their institution (Carpenter, 2003). However, the *Student Learning Imperative* goes further by stating faculty are not solely charged with student learning, but that it is also the responsibility of student affairs professionals (Evans & Reason, 2001).

The profession has also moved toward accountability and the standardization of professional best practice. In 1997, the two largest professional societies in the student affairs profession, NASPA and ACPA, jointly adopted the *Principles of Good Practice in Student Affairs*. While in 1987, 50 years after the publication of the *Student Personnel Point of View*, NASPA produced a follow-up report titled, *A Perspective on Student Affairs*, which readdressed, further articulated, and expanded upon the original document. The subsequent report recognized the academic mission of the institution to be of utmost importance and that student affairs is intended to support that mission (Evans & Reason, 2001).

In 1986, the Council for the Advancement of Standards in Higher Education (CAS) published the *CAS Standards and Guidelines* to address and categorize student learning. According to Bryan, Winston, and Miller (1991), “*CAS Standards and Guidelines* provides a much-needed focus, direction, and perspective to student affairs practice. They also offer a guiding vision of substance and integrity and stable and permanent criteria against which to measure out-of-class education, involvement, and learning pertaining to student development” (p. 16). *CAS Standards and Guidelines* have been instrumental to the profession as they “enable the student affairs practice to become more significant, valid and credible” (p. 16). As a result, it has become common

practice for student affairs professionals to measure the efficacy of institutional student services and programs as outlined by CAS (Nadler & Miller, 1997).

With student learning at the forefront for student affairs professionals, NASPA and ACPA jointly published *Learning Reconsidered: A Campus-Wide Focus on Student Learning* in 2004. This work emphasizes the importance of collaboration between student affairs and academic affairs. Moreover, the publication articulates how such a partnership is a powerful tool in the development, application, and assessment of student learning outcomes while ultimately transforming the educational experience. The *Student Personnel Point of View* of 1937, *CAS Standards and Guidelines* of 1986, and *Learning Reconsidered: A Campus-Wide Focus on Student Learning* of 2004 are considered to be the core and guiding documents of the student affairs profession.

Since the 1990s, there have been several factors which have affected the course and scope of the student affairs profession. Advancements in technology and social media have changed the way professionals track, monitor, evaluate, and communicate with students. Legislation, such as the Americans with Disabilities Act of 1990 has played a significant role in the expansion of organizational functions within student affairs. Further still, both national and natural disasters have shifted the role of the student affairs profession, returning to its foundation of operating *in loco parentis*. The terrorist attacks of September 11, 2001, Virginia Tech Massacre of April 16, 2007, and the ravaging effects of Hurricane Katrina to Tulane University on August 29, 2005 have expanded the scope of the profession to include crisis manager.

Characteristics of the Chief Student Affairs Officer

The characteristics of the CSAO have been examined through various studies in an attempt to identify a general profile for occupants of the position. Primary focus has typically been given to the collection and analysis of demographic data such as age, gender, ethnicity, academic credentials, reporting structure, and title classification. However, few studies have explored the personal traits and attributes required to successfully execute the role and responsibilities of the CSAO. Collectively, these studies offer a historical perspective of the CSAO which appear to reflect societal trends.

Demographics. One of the earliest sources of descriptive research was conducted by Archbuckle (1953). With research collected from the 1930s to the early 1950s, Archbuckle discovered that small colleges most commonly used the title of dean of students while universities were more likely to use the title of vice president for student affairs. A more comprehensive study which included the demographics of the CSAO was conducted by Ayers, Tripp, and Russel (1966) on behalf of the Office of Education within the U.S. Department of Health, Education, and Welfare. The research sample was extensive, with 50% of all U.S. colleges and universities surveyed and a 95% response rate from 1,729 student affairs professionals. The questionnaire was most commonly completed by the CSAO, dean of men, dean of women, and director of counseling at each institution. The results of the study concluded the average age for males serving in the profession was 44 and age 50 for females. Dean of women accounted for 27% of those surveyed.

Research intended to provide descriptive data on members of the student affairs profession was conducted by Hoyt and Tripp (1967). The researchers distributed 4,059 surveys to ACPA members with 2,706 valid responses from entry-level, mid, and senior-level administrators, including the chief student affairs officer. Generally, the gender ratio was equivalent among two and four-year institutions, regardless of size. However, Hoyt and Tripp (1967) identified an increase in female student affairs professionals among smaller, four-year institutions. The study also indicated a majority of members of the profession were age 40 or over, with approximately 12.5% of respondents under the age of 30.

Hoyt and Tripp (1967) also surveyed participants about the number of years of experience held in the student affairs profession. The results from the study indicate about half possessing 5 or more years of related work experience and about one-third with at least ten years of professional experience. The research also concluded that 45% of participants possessed a doctoral degree with the highest numbers represented by those serving in administration and counseling followed by those in teaching and research positions. However, fewer than 30% of professionals serving in the areas of residence life, career advising, and student activities held a terminal degree.

Grant and Foy (1972) conducted research examining 1,320 student affairs administrators with oversight for women's affairs, student activities, housing, and counseling as well as CSAOs at 499 of the 742 institutions with membership in NASPA in January 1969. The study determined the average age of CSAOs to be 41 and dean of women to be 42 years old. Although relatively comparable to Ayers et al. (1966) study, Grant and Foy's study found males in the profession to be 3 years younger and

females to be 8 years younger than the earlier study. Grant and Foy (1972) also discovered the mean age for CSAOs to complete a master's degree to be 32 and age 37 for a doctoral degree, while the majority did not perceive themselves to be scholarly contributors or researchers. Moreover, the study found the CSAO was most likely to have promoted from an existing director-level position.

Brooks and Avila (1973) conducted an extensive study with 429 valid surveys returned from a target population consisting of 822 institutions of higher education. The study concluded a majority (85%) of CSAOs were male and the average age to be 42 years old. Brooks and Avila (1973) also discovered the most commonly used title for the CSAO to be dean of students at 49% with vice president or vice chancellor of student affairs used by 20% of participating institutions. The investigators expanded the existing research on the demographics of the CSAO to include ethnicity. With 478 respondents, 96% were Caucasian, while 1% were representative of African American, Asian, Hispanic, and Native American populations. Males also accounted for 85% of respondents, which is higher than previous studies. The researchers also determined there to be a lack of representation from minority and female occupants of the CSAO position. Additionally, the study found student affairs professionals maintained degrees from 40 areas of academic emphasis. The most common included counseling and guidance (28%), educational administration (13%), education (11%), and psychology (10%).

Brooks and Avila (1974) conducted subsequent research of CSAOs at institutions with total enrollments above 10,000. The study identified the average age of CSAOs to be 10 years higher than the average age of highest degree earned, with ages

ranging from 25 to 66 years. The research also determined CSAOs occupied the position for an average of 4.25 years, an attrition rate over 70% in 4 years, and 77% had 5 years or less experience in their current position. The majority of participating CSAOs held the title of vice president of student affairs with 81% reporting to the president of the institution.

Crookston (1974) conducted a comparative analysis of position titles among NASPA's member institutions between 1962 and 1972. Using 184 institutions on NASPA's 1962 roster and 960 institutions on the 1972 roster, the study found 52% of institutions used the title of dean of students in 1962 compared to 50% in 1972. However, the most significant change was reflected in the use of the vice president of student affairs title. With a 10 year increase of 19% percent, 9% of member institutions utilized the title in 1962 compared to 28% in 1972. Crookston studied the categorization of the CSAO title to determine if student affairs professionals were perceived to be the equivalent to an on-campus social worker. The researcher's hypothesis was that the word "personnel" within the "student personnel" term derived from the legal term "in loco parentis" or "in place of the parent." However, the societal shifts of the 1960s and classification of adulthood at the age of 18 changed the approach and perception of the student affairs professional.

Paul and Hoover (1980) examined how CSAO positions had changed over the past decade at four-year institutions with enrollments of 10,000 and above. For the study, 115 CSAOs were selected to participate with a response rate of 83% or 96 total respondents. The researchers found the dean of students title not as commonly used as in previous studies with 76% of CSAOs reporting a classification as vice president.

Additional findings indicate that 82% of CSAO respondents held doctoral degrees with 42% being in administrative areas, while Brooks and Avila (1974) reported that only 47% possessed a doctorate. This percentage appears to contradict Bloland's (1979) study that a doctoral degree was not perceived to be of critical importance in the preparation of the CSAO. Moreover, Paul and Hoover (1980) found CSAOs served in their positions for an average of 8.7 years compared to Brooks and Avila (1974) reporting an average of 4.25 years as CSAO.

In regard to age, Paul and Hoover (1980) discovered the average CSAO to be 46 years old, which is slightly higher than previous studies with reported average age ranging from 40-42 years (Brooks & Avila, 1974; Grant & Foy, 1972). Similarly, Lawing, Moore, and Groseth (1982) found the average age of the CSAO to be 43. Paul and Hoover (1980) also found 89% of CSAOs to be male, which is only slightly higher than a study conducted by Harway (1977) which reported male CSAOs accounting for 84% of position occupants. Studer (1980) found similar results with 70% of CSAOs averaging age 40 and 82% being male. However, Paul and Hoover (1980) discovered female CSAOs had higher representation (25%) at private liberal arts institutions and were found to be younger. As reflected in previous studies, underrepresented populations continued to be in the minority among CSAOs as 88% of respondents were Caucasian.

Kuh, Evans, and Duke (1983) surveyed 280 CSAOs from the Midwest with 212 valid responses. The study found the average CSAO age to be 44 with an age range of 25 to 63 years. The results also indicate 45% of respondents were classified as vice president, 40% as dean of students, and 15% as other. In terms of gender, 88% of CSAOs were male and 12% female.

Harder (1983) examined characteristics of the CSAO from 354 institutions in southeastern United States. In line with previous research on degree attainment, most CSAOs held a doctoral degree with a majority majoring in educational administration and student personnel. The majority of CSAOs were between the ages of 36 to 40 years, with 16 years of applicable professional experience for those serving in small, private institutions and 23 years for large, public institutions.

Lunsford (1984) conducted research on the profile of 147 responding CSAOs, which found more than half held a doctoral degree. Additionally, the study revealed 54.1% of respondents were promoted by the institution they were currently serving. Moreover, of those CSAOs, 20.2% received their Ph.D. or Ed.D. from the same institution while 34.1% of CSAOs received their master's degree from the institutions where promoted. Lunsford (1984) also discovered the two most important characteristics of the CSAO involved academic credentials and professional experience, followed by most recent professional experience, variety and length of experience, and the quality and strength of references.

In a study conducted that same year by Ostroth et al. (1984), the researchers randomly selected CSAOs from across the U.S. With 335 respondents, the study found 82% of participants were male with 28% possessing a Ph.D. and 22% with an Ed.D. The most common academic emphasis for the doctoral degree was in higher education administration at 20%, followed by counseling at 20%, and college student personnel at 14%. Researchers concluded the dean of students title was most typically used by 58% of responding CSAOs.

Rickard (1982) studied CSAOs from 2,416 participating institutions from 1975 to 1981. The research found the CSAO position to have the second highest turnover rate of college and university executive officers with 100% attrition during the 6 year study. In subsequent research conducted by Rickard (1985c), results indicate the use of 86 titles to delineate the CSAO position, with 90% of institutions using (a) dean of students; (b) vice president for student affairs; (c) dean of student affairs; (d) vice president for student services; (e) dean of student services; (f) vice chancellor of student affairs; (g) dean of student life; (h) director of student affairs; (i) director of student services; (j) dean for student development; (k) vice president for student development; and (l) vice president for student life. The study shows the dean of students title most commonly used by institutions with enrollments under 2,000 while the title of vice president is more common for institutions with enrollments above 2,000.

In an effort to replicate and update Rickard's (1985c) study, Tull and Freeman (2008) found males represented 55% of CSAOs and females 45% in 2006. The number of female CSAOs more than doubled since Rickard (1985c) from 22% in 1984 to 45% in 2006. Tull and Freeman (2008) also found an increase in the percentage of CSAOs holding the title of vice president at 54%, compared to 34% by Rickard (1985c).

Rickard (1985b) provided additional descriptive data on the CSAO. Regardless of gender and ethnicity, incoming CSAOs most recently held the title of director and were most often appointed from within the institution. Underrepresented populations were better represented in public institutions while females were more likely to promote to CSAO at small, private institutions. Rickard (1985b) found 75% of CSAO positions were held by Caucasian males, followed by Caucasian females at 14%, underrepresented

males accounted for 9%, and underrepresented females only 2%. Additionally, Rickard (1985a) discovered the characteristics of female CSAOs differed further. The researcher found female CSAOs had (a) promoted from varying previous positions than held by male CSAOs; (b) had less experience in previous positions; (c) attained less education; (d) been appointed at an earlier age; (e) possessed less full-time experience in the student affairs profession; and (f) most commonly worked at institutions with enrollments less than 1,000 students.

In a national study of CSAOs, Willis (1987) found males were still most likely to hold the position at 81%. That number remained consistent for Caucasians also at 81%. However, the research indicated female CSAOs were on the rise, shifting from 6% to 19%, with the highest concentration (34%) in institutions with enrollments between 5,000 to 9,999. Willis (1987) also found institutions with enrollments over 20,000 to have a higher average age at 48 years old. Moreover, the research concluded CSAOs from underrepresented populations had also increased, from 15% to 19%. Specifically, the CSAO position was held by African Americans (12%), Hispanic/ Latino (5%), and Asian and Native American/ Alaskan (3%).

Research conducted by Patrick (1993) examined 312 responses from a target population of 404 CSAOs from NASPA member institutions. Unlike the results discovered by Rickard (1985c), which found 86 titles used to identify the CSAO position, Patrick (1993) found 34 different titles being used to delineate the CSAO position. Similar to previous studies, the two most commonly used CSAO titles were vice president for student affairs (50%) and dean of students (33%). The study conducted by

Patrick (1993) also found the number of female CSAOs to be increasing to 25.6%.

CSAOs from underrepresented populations were similar to previous studies at 12.3%.

Blaine's (1997) study offered a profile of the CSAOs at the then 21 campuses of the California State University system. Nineteen CSAOs (90.5%) responded to the survey and revealed 37% were Caucasian, 26% were African American, 16% were Hispanic, 11% were Asian/ Pacific Islander, and 5% of respondents were representative of other ethnic populations. Blaine's study further identified a majority (74%) of CSU CSAOs were male and the average age was 52.3 years from a range of 42 to 62 years. Moreover, the researcher concluded the majority of CSU CSAOs held a doctorate at 89.47% with academic fields highlighted by Higher Education Administration (25%), Education/ Counseling Psychology (18.75%), and Psychology (12.5%).

Approximately 18 years prior to this study, Blaine (1997) found the mean student enrollment of the CSU system to be 15,704. The researcher further discovered the title of vice president for student affairs to be most commonly used at 74%, followed by vice president for student services (10.5%), and only one responding CSU CSAO held the title of dean of students (5.26%). The majority of CSU CSAOs reported to the president of the university (94.74%) and only one reported to the campus provost (5.26%). This number is significantly higher than subsequent research conducted by Kuk and Banning (2009) which found that only 65.5% of CSAOs reported directly to the institution's president. However, Kuk and Banning (2009) surveyed more than 240 CSAOs with 90 respondents representing institutions of varying size and type, including private, research, and community colleges.

Blaine (1997) also discovered the average CSU CSAO had been in the student affairs profession for 22.4 years, served their current institution for 13.3 years, and served an average of 8.2 years in their current CSAO position. These years of service would indicate the majority of CSU CSAOs had been promoted from within their respective CSU institution. Blaine (1997) further found 47.3% of CSU CSAOs had served their current institution for less than 5 years. The research also identified the average age respondents were first appointed to a CSAO position to be 42. Among the participating CSU CSAOs, the youngest was appointed at the age of 32 years while the eldest was 59 years when first appointed to a CSAO position.

In terms of academic rank, 31.6% of CSU CSAOs held an academic appointment and of those respondents 50% were within the institution's Education Department (Blaine, 1997). The remaining CSU CSAOs with academic rank maintained appointments within Speech Communications, History, or Ethnic and Women's Studies. Blaine (1997) also discovered 50% of CSU CSAOs had published journal articles.

Regarding professional mobility, nearly all CSU CSAOs held a director-level position in a student affairs functional area within one of their last four positions. It is also important to note several respondents reported having served as either an executive or special assistant to the university president or vice president of student affairs as one of four most previous positions before assuming the CSAO position of their current institution (Blaine, 1997).

The most recent study on the demographics of the CSAO was conducted by Wesaw and Sponsler (2014). As researchers with NASPA's Research and Policy Institute, the authors surveyed 2,844 CSAOs throughout the U.S. as identified in the

2013 edition of the *Higher Education Directory*. With 863 useable responses (30.35%), respondents were representative of public four-year institutions, private not-for-profit institutions, public two-year institutions, and a small number of for-profit two-year and four-year institutions. In regard to CSAO ethnicity, 76.5% of respondents identified as white, 13.8% as black, 6.89% as Hispanic, 1.45% as Asian, 0.24% as Native Hawaiian/ Pacific Islander, 0.12% as American Indian/ Alaskan Native, and 0.96% as representing two or more races. Respective of gender, 51% of CSAOs identified as male and 49% of respondents as female. Regarding age, the majority (39.15%) of participating CSAOs reported being between the ages of 50-59, followed by 29.43% being between ages 40-49, 17.95% between 60-65, 8.23% under age 40, and 5.24% of CSAOs reporting being 66 years of age and older. Pertaining to CSAO degree attainment, 56% reported possession of a doctorate, 38% held a master's degree, 4% a professional degree, and 1% a bachelor's degree as highest degree earned. The study also revealed 75% of CSAOs held their degrees in either higher education or general education, 17% in the social sciences, and 7% in the humanities or fine arts.

Wesaw and Sponsler (2014) also discovered 48% of responding CSAOs held the title of vice president, with 20% as dean, and 13% maintaining two titles as both vice president and dean. In terms of institutional type, CSAOs from public four-year institutions were most likely to hold the title of vice president, while the title of vice president and dean was more frequently used by private four-year institutions. The study also revealed a majority (72%) of CSAOs reported directly to the president, while 16% reported to the provost, and an additional 6% of CSAOs reported to the executive or senior vice president of the respective institution.

Personal characteristics. In their research on the personal characteristics of the CSAO, Grant and Foy (1972) used the Myers-Briggs Type Indicator to define the CSAO as possessing such attributes as practicality, organization, business savvy, and being both to the point and realistic. Appleton, Briggs, and Rhatigan (1978) were able to further encapsulate the successful traits of the CSAO as being able to (a) initiate; (b) maintain high levels of energy; (c) effectively cope with daily stress; (d) uphold integrity; and (e) cultivate and maintain positive working relationships with students, faculty, and staff. Appleton's et al. (1978) monograph further points to an effective CSAO as possessing such attributes as an (a) ability to function in ambiguity; (b) understanding of casual relationships of policy and action; (c) enjoys interactions with students; (d) institutional loyalty; (e) sense of humor; (f) resilience; (g) strong work ethic; (h) strong staff development; (i) life-long learning; (j) comfort and flexibility with change; (k) humility; and (l) highly developed and articulated system of personal values.

The researchers' (Appleton et al., 1978) work is also unique in its identification of common behaviors which leads to a weak and ineffective CSAO, including (a) does not learn from mistakes; (b) overly concerned with power, status, and popularity; (c) over reliance on memory; (d) either over or under delegates; (e) misapplication of effective strategies; (f) identifies problems without offering solution; (g) lacks leadership initiative; (h) underestimates the value of consulting with campus constituencies; (i) unable to control temper or hostility; (j) avoids responsibility in difficult situations; (k) procrastination; (l) unable to express concern or understanding; (m) unwilling to admit error; (n) unwilling to share accolades with others; (o) disloyalty; (p) lack of energy; and (q) lacks professional ethics.

Carpenter, Guido-DiBrito, and Kelly (1987) identified the five following attributes as being essential (a) expertise in student development; (b) person-environment interaction; (c) assessment; (d) interpersonal relations; and (e) group processes. Sandeen (1991) outlines academic credentials, decision-making skills, management experience, and mediation abilities as being crucial to the CSAO. As a senior level administrator, the prerequisite to the CSAO “requires patience, self-confidence, and a sense of humor” (p. 16). Similarly, Seldin (1988) found the following personal attributes were present in an effective student affairs professional, including (a) fair and impartial; (b) communicates effectively; (c) courteous of others; (d) helpful to others; (e) listens to others; (f) integrity; (g) organized; (h) accurate; (i) works well under stressful conditions; (j) innovative; (k) flexibility; (l) advanced work ethic; and (m) understanding of others.

Young and Elfrink (1991) further explored the characteristics of student affairs professionals and found the most important to include (a) fairness; (b) assertiveness (c) acceptance; (d) diversity; (e) trust; (f) self-discipline; (g) empathy; (h) integrity; (i) objectivity; (j) accountability; (k) authenticity; (l) inquisitiveness; (m) reflection; and (n) collaboration. While Trimble, Allen, and Vidoni (1991) were able to identify the personal traits student affairs professionals should consider when advancing in an organization. These traits include an (a) ability to function without unanimous support; (b) political savvy; (c) organization; (d) tolerance for ambiguity; (e) social skills; (f) tolerance for delays in positive outcomes; and (g) receptive to negative feedback. Trimble et al. (1991) suggest that before an individual pursue a career in the student affairs profession, one must assess whether they possess “the ability to operate without unanimous support, political savvy, organization, tolerance for ambiguity, social skills,

tolerance for delay of positive outcomes, and openness to negative feedback” (p. 158-159). The researchers also found that CSAOs who maintain a high level of energy are better poised to face new challenges and affect change while believing they can better execute the duties of the position.

Blaine’s (1997) research also identified respondents’ self-perception of various personal characteristics deemed to be critical or critical and very important. The five critical personal attributes were (a) personal integrity; (b) interest in students; (c) ethical behavior; (d) enthusiasm for job; and (e) loyalty to campus. However, Blaine (1997) also discovered the importance of the CSU CSAOs’ perceived personal attributes shifted when examining very important in conjunction with critical. For example, the five personal attributes deemed both critical and very important by the CSAOs shifted their perception to the following order (a) personal integrity; (b) interest in students; (c) enthusiasm for job; (d) political savvy; and (e) impartiality. Blaine (1997) also pointed out that seven respondents selected sense of humor as a critical attribute of the CSAO, while an additional six CSAOs assessed the attribute as very important, and another four considered sense of humor to be important.

Roles of the Chief Student Affairs Officer

As addressed earlier in this chapter, the roles of the chief student affairs officer have expanded since its inception to include a wide variety of programs, services, and functional areas. “The CSAO is expected to define and organize these services and programs for the institution, and ensure that they are managed and delivered effectively” (Sandeem, 1991, p. 5). Various studies have been conducted in an effort to identify the role and competencies of the CSAO. This research aims to determine the

approach and core objectives of the position in order to be most effective in supporting the institutional mission and its constituencies, including students, faculty, staff, senior administration, parents, alumni, and greater community. This section will offer a review of literature on the role of the CSAO with an emphasis of those occupants in a four-year university setting.

Lilley (1973) surveyed CSAOs at small colleges and found 10 essential roles in the execution of CSAO responsibilities, including (a) chief administrator; (b) policy formation affecting students; (c) determining objectives; (d) preparing budgets; (e) recruiting staff; (f) non-academic discipline; (g) advising student government; (h) serving as liaison between students and faculty; (i) interpreting policy for student comprehension; and (j) advising faculty on the needs of students.

In a move toward continuity in the application of state resources, the Florida State Department of Education (1981) set performances competencies required when developing job descriptions, selecting, and assessing the state's CSAOs. The state identified five professional competencies, including (a) educational leadership skills necessary to analyze, interpret, and evaluate institutional policy and emerging trends as well as participation in the institution's policy making process; (b) management and supervisory skills required in the selection and development of staff, budgeting, and evaluation of division outcomes; (c) articulation skills necessary for the exchange of information among stakeholders as well as relating to the mission of the student affairs division; (d) program development skills necessary for assessing the needs of the division relating to financial and human resources , prioritization, and program

evaluation; and (e) community and professional activities skills necessary outside of the institution that promote collaboration, awareness, and strengthen relationships.

Upon surveying 147 CSAOs, Lunsford (1984) found 15 competencies self-perceived by CSAOs to be essential or most valuable in the execution of their position, including (a) supervision of staff; (b) budgeting; (c) conflict resolution; (d) student relations; (e) staff recruitment and selection; (f) policy development; (g) student rights and judicial affairs; (h) short term goal development; (i) legal implications; (j) long term goal development; (k) program development and evaluation; (l) needs assessment and evaluation; (m) residence life; (n) financial forecasting in higher education; and (o) small group dynamics.

Gordon et al. (1991) conducted an analytical study involving 160 CSAOs and their perceptions of the competencies required of mid-managers in the student affairs profession. The researchers identified seven competencies to be the most important including (a) leadership; (b) student interaction; (c) communication; (d) personnel management; (e) fiscal resources; (f) professional development and research; and (g) evaluation.

Garland and Grace (1993) identified a number of valuable roles in the student affairs profession which centered on the development of students, professional staff, programs, vision, and administrative processes. With such broad roles, Garland and Grace (1993) offered specific responsibilities for the CSAO, including legal advisor, integrator, researcher, and development officer.

Komives and Woodard (1996) identified eight core competencies of an effective CSAO including (a) leadership; (b) consultation and mediation; (c) counseling and

advising; (d) multiculturalism and diversity; (e) program development and group advising; (f) assessment; (g) evaluation; and (h) research. Townsend and Bassoppo-Moyo (1996) conducted a survey of 210 student affairs professionals and found five competencies to be perceived as most important by respondents, including (a) conceptual; (b) contextual; (c) technical; (d) interpersonal; and (e) communication. While Brown (1997) found five complementary competencies for the CSAO including (a) decision-making skills; (b) institutional planning; (c) communication of the division's student affairs mission; (d) human relations skills; and (e) effective leadership style.

Blaine (1997) surveyed the CSAOs of the CSU system to self-identify and rank the roles perceived to be of most importance to their position. The 19 responding CSAOs categorized the following five roles as critical: (a) provide leadership to student affairs division; (b) possess good organization skills; (c) maintain good relations with other offices; (d) possess good communication skills; and (e) participate in campus budget process. The CSU CSAOs also ranked the following five roles as both critical and very important: (a) provide leadership to student affairs division; (b) participate in campus budget process; (c) provide leadership to campus; (d) ability to manage fiscal resources; and (e) ability to supervise personnel.

When examining the role of the CSAO as perceived by other institutional stakeholders, Hodgkinson (1970) found students and faculty believed the position to be a mere service provider with little connection to the institutional mission. However, Terenzini (1973) found presidents perceived the CSAO to be of critical importance to the institution and its many constituencies. Presidents and CSAOs found common ground in the CSAOs need to assist senior administration and faculty in understanding

the pursuits of students and the student affairs division. Additionally, presidents both valued and understood the need for CSAOs to be involved in student activities, counseling, offering information to students, and educating students on elements of intrapersonal competencies. However, Terenzini (1973) found that presidents and CSAOs disagreed on the integration of scholarly work into the student affairs division.

Kinnick and Bollheimer (1984) surveyed 480 presidents with 189 respondents regarding the differences in perception among their position and the CSAO. As reported, the most important role of the CSAO was to maintain a positive working relationship with the president, followed by student retention, knowledge of financial aid, accurate forecasting of student enrollment, student recruitment, budget administration, career planning and placement, relationships with faculty, interpersonal skills, student development theory and practice, and services for non-traditional students. However, presidents perceived CSAOs to lack expertise in three of the roles identified to be of importance, including enrollment forecasting, financial aid, and budget administration. Roth (1986) carried out a similar study by surveying presidents and vice presidents regarding the critical competencies of the CSAO. The results concluded that the chief student affairs officer is to have mastered the areas of academic support, admissions, financial aid, health services, orientation, and placement in order to be perceived as a competent and effective leader by the CSAO's peers at the cabinet-level.

Randall and Globetti (1992) conducted similar research on important competencies of the CSAO as perceived by university presidents. With 149 respondents, the study found presidents value CSAOs with insight beyond the student affairs division and application for institutional perspective. The researchers found the

most important to be (a) commitment to institutional mission; (b) integrity; (c) motivation; (d) decisiveness; (e) support for academic affairs; (f) conflict resolution; (g) planning skills; (h) flexibility; (i) staff supervision; and (j) verbal communication skills. Similar to previous studies, Randall and Globetti (1992) found university presidents perceive research and scholarly publications to be of low importance for the CSAO.

Sandeen (1991) synthesizes the role of the CSAO into four broad categories: leader, manager, mediator, and educator. Winston, Creamer, and Miller (2001) arrive at nearly the same three critical roles of educator, leader, and manager. Stamatakos (1991) offers a total of eight roles for the CSAO, including (a) articulator of philosophy; (b) advocate for student needs and interests; (c) transmitter of values; (d) interpreter of institutional culture; (e) institutional leader and policy maker; (f) champion of causes; (g) institutional planner; and (h) public relations spokesperson (p. 674).

Scharre (1996) conducted research to identify the professional responsibilities of the CSAO. The study included survey responses from 78 CSAOs at four-year institutions throughout the southeast region of the United States. Scharre's research found that CSAOs perceived their core responsibilities to be (a) budget administration; (b) student rights and discipline; (c) staff supervision; (d) residence life; (e) conflict resolution and problem solving; (f) student relations; (g) goal setting and short-term planning; (h) legal aspects of higher education; (i) staffing and personnel administration; and (j) long-range planning. However, when asked to identify what their core responsibilities should be, the CSAOs responded with (a) student rights and discipline; (b) budget administration; (c) legal aspects of higher education; (d) staff development; (e) staff supervision; (f) student relations; (g) conflict resolution and problem solving; (h)

goal setting and short-term planning; (i) needs assessment and evaluation; (j) long-range planning; (k) staffing and personnel administration; (l) residence life; and (m) policy development. Scharre's research goes further by identifying significant differences between what CSAOs reported as their core responsibilities and what their core responsibilities should be. The six most significant differences were (a) alumni affairs and development; (b) computer applications; (c) staff development; (d) governmental relations; (e) grant administration; and (f) needs assessment.

Taylor (2001) conducted a study which found the following five roles of the CSAO to be of most importance:

1. The CSAO is a visible, actively involved leader who participates in decisions and policy matters at the institutional level.
2. The CSAO is highly motivated by his or her work with and on behalf of students, and creates an environment where student involvement is supported and encouraged.
3. The CSAO is viewed as honest and trustworthy, considered to be ethical and have integrity by those who work with him or her.
4. The CSAO makes efforts to establish good relationships with individuals with whom he or she works, including the president, peers, and subordinates.
5. The CSAO makes efforts to intentionally collaborate with other individuals and departments on campus, and is particularly sensitive to the institutional role and value of working cooperatively with academic affairs. (p. 129)

Roberts (2005) conducted a study of the self-perceived competencies possessed by CSAOs in NASPA Region III. The top three included (a) communication; (b)

personnel management; and (c) fiscal management. Conversely, the three lowest self-perceived competencies of the responding CSAOs were (a) technology; (b) professional development; and (c) legal issues. That same year, Edwards (2005) conducted research regarding what roles CSAOs from New England perceived to be the most important. With 44 respondents, Edwards (2005) identified those roles to be (a) serving as chief student advocate and representing the student vantage point; (b) working with faculty to develop partnerships in the educational process and to build respect among faculty; (c) working with the management team to make sure members understand the role of student services; and (d) securing adequate resources to support student affairs functions (p. 51).

In Wesaw and Sponsler's (2014) study, 863 responding CSAOs from throughout the U.S. offered self-perceptions on actual versus ideal roles of the chief student affairs officer. The CSAOs reported 30% of their time being allocated to administrative tasks versus an ideal allocation of 34%. Similarly, the CSAOs self-reported personnel management accounting for 16% of their time with an ideal allocation closer to 12%. Interestingly, CSAOs reported an 11% gap between time actually spent interacting with students (13%) versus an ideal allocation of 24%. The CSAOs also responded that crisis management accounted for 12% of their role, while the majority perceived crisis management should only account for 5%. Moreover, CSAOs reported a desire to spend more time (18%) on strategic planning with only 12% of allocated time spent on that role.

As for the most important issues facing the profession, Wesaw and Sponsler (2014) offered four categories. CSAOs reported the three most pressing issues in the

areas of health, wellness, and safety to be (a) mental health concerns; (b) alcohol abuse; and (c) illicit drug use. Regarding culture issues on campus, CSAOs offered the three most pertinent challenges as (a) changing student demographics; (b) diversity, equity, and inclusion; and (c) campus safety. The top three administrative challenges were reported as (a) diminishing resources; (b) compliance and regulatory requirements; and (c) strategic planning. Lastly, the three greatest issues facing the profession in the area of student learning and success were reported as (a) completion; (b) persistence; and (c) assessment and accountability.

While assessment has become a more central role and critical issue for the chief student affairs officer, it has been a significant component of the position for several decades. Originally implemented as a process to support institutional accreditation efforts, student affairs assessment has become an opportunity for CSAOs to demonstrate the value and effectiveness of the division in achieving student learning. As accreditors point to the importance of self-assessment and continuous evaluation, CSAOs use accreditation standards to develop assessment strategies for cyclical programmatic reviews. Monthly and annual reports can be used by CSAOs as evidence of the division's support of the institutional mission and strategic plan. In turn, the data can also be used to establish the division's efficacy in addressing accreditation criteria for student support services and the substantiation of resources. CSAOs further participate in the accreditation process by holding committee positions and collaborating with faculty and academic affairs administrators to develop curriculum and student learning outcomes. Moreover, CSAOs are expected to advocate and champion assessment, and benefit from setting a positive tone. By providing training to employees

on best practices in assessment, staff are empowered to act while receiving professional development opportunities (Bresciani, Moore Gardner, & Hickmott, 2010; Kuh & Banta, 2000; Seagraves & Dean, 2010).

Over time, the role and influence of the CSAO has expanded. The majority of recent literature has focused on the role of the CSAO in terms of assessment, student behavior, and legal implications, as well as fiscal management of the student affairs division. Seagraves and Dean (2010) found the role of the CSAO to have a direct impact on staff perceptions and attitude toward assessment which affects the overall effectiveness of the division in meeting its goals. Sandeen (2009) encourages CSAOs to “be their campus leaders in ensuring that the effective and humane treatment of student problems occurs” (p. 55), while “one of the many responsibilities of senior student affairs officers is to find the financial resources (mainly professional staff and facilities) to meet the needs of students” (p. 56).

In recent scholarly works, it appears the most pivotal role of the CSAO has become fiscal oversight and the cultivation of financial resources (Ackerman et al., 2005; Stewart & Williams, 2010; Varlotta, 2010). Kopita and Royse (2004) suggest that all student affairs professionals should become involved in fundraising efforts to supplement the division’s fiscal resources. Rovig (2009) found that student affairs divisions with CSAOs engaged in the fundraising process yielded higher financial returns. Crowe (2011) calls upon chief student affairs officers in public, four-year universities to be more involved in the coordination of fundraising strategies and support continuous training in development and fundraising.

Functional Areas of the Chief Student Affairs Officer

As previously outlined within this chapter, the CSAO position was created to support the college president whose responsibilities had expanded with student enrollment and as a result had become increasingly complex. While the premise that American higher education should act *in loco parentis*, impersonalism led to faculty disengagement in student life outside of the classroom, thereby necessitating a leader to manage student discipline and the extracurricular experience (Veysey, 1965). Since the first dean of students was appointed nearly 125 years ago, the functional areas of the CSAO position have shifted over time. Initially, CSAOs were charged with student discipline, counseling, student supervision, housing, facilities, advising student organizations, career guidance, health, and social programs (Dinniman, 1977).

Lloyd-Jones (1938) was one of the first researchers to develop a comprehensive list of functional areas supervised by the chief student affairs officer, regardless of institutional size and type. The list included the following:

1. Selection and admission.
2. Orientation.
3. Social program.
4. Counseling.
5. Discipline.
6. Educational and vocational guidance.
7. Financial aid.
8. Extra-curricular activities.
9. Housing.

10. Health.
11. Religion.
12. Placement.
13. Student personnel records.
14. Office administration.
15. Research and evaluation (p.22).

By the end of World War II, the chief student affairs officer title had been elevated from dean of students to vice president of student affairs based on institutions' need to manage and coordinate large scale services (Lange, 1944). During this time, Wrenn (1951) offered a listing of 10 functions commonly led by the CSAO, which follows:

1. Orientation of new students.
2. Counseling services.
3. Supervision of student activities.
4. Supervision of living arrangements.
5. Health services.
6. Financial aid and student employment.
7. Job-placement service.
8. Admission services.
9. Maintenance of student personnel records.
10. The regulation of student conduct (p. 30).

A similar list of functional areas supervised by the CSAO was developed in 1957 by the Committee on the Administration of Student Personnel Work for ACE. The list of CSAO functional areas are as follows:

1. Selection for admissions.
2. Registration and records.
3. Counseling
4. Health service.
5. Housing and food service.
6. Student activities.
7. Financial aid.
8. Discipline.
9. Placement.
10. Special clinics in remedial reading, study habits, speech, and hearing.
11. Special services in student orientation, veterans' advisement, foreign students, marriage counseling, religious activities, and counseling (American Council on Education, 1958, p. VI).

Brooks and Avila (1974) surveyed 429 CSAOs at institutions with enrollments surpassing 10,000. The researchers identified 15 departments commonly supervised by the chief student affairs officer, including (a) counseling services; (b) student activities; (c) health services; (d) student union; (e) foreign students; (f) placement; (g) financial aid; (h) student publications; (i) intramurals; (j) housing; (k) campus police; (l) admissions; (m) inter-collegiate athletics; (n) registration; and (o) records.

Lunsford (1984) conducted research based on the surveys provided by 147 responding CSAOs. Lunsford determined institutions with enrollments exceeding 10,000 full-time students required that CSAOs exhibit greater expertise and time commitments on managerial functions. Lunsford's study also identified 22 areas of functional

responsibility for CSAOs, with the top 12 reported as (a) student activities; (b) student discipline; (c) orientation; (d) counseling; (e) student health; (f) residential life; (g) student union; (h) housing; (i) career planning and placement; (j) disability student services; (k) international student services; and (l) financial aid.

Knowles (1990) identified 21 functional areas supervised by the CSAO which were arranged into four categories; (a) welfare; (b) control; (c) co-extracurricular; and (d) teaching. The categories and corresponding functional areas were listed as follows:

(a) Welfare

1. Counseling.
2. Testing.
3. Financial aid.
4. Food services.
5. Health services.
6. Alumni services.

(b) Control

7. Admissions.
8. Recruitment.
9. Record keeping.
10. Residence halls.
11. Discipline.

(c) Co-extracurricular

12. College union/ centers.
13. Athletics.

14. Social/ cultural activities.

15. Student government.

16. Community relations.

(d) Teaching

17. Foreign students.

18. Remedial work.

19. Orientations.

20. Residence halls.

21. Off-campus.

Sandeen (1991) affirmed that the CSAO has responsibility for the following functional areas:

The chief student affairs officer in American higher education today has a broad range of responsibilities-admissions, registration, and financial aid; student physical and mental health; housing, activities, and student unions; career services and placement; recreation and intercollegiate athletics; student judicial affairs and campus security; childcare; and various academic support services (p. 4).

Barr and Keating (1995) identified the functional areas they believed would be agreed upon by the majority of institutional executives, including (a) residence halls; (b) health services; (c) financial aid; (d) student placement and career development; (e) recreation and intramural programming; (f) student activities and governance; (g) child care; (h) student center programming; and (i) student discipline.

Blaine's (1997) research studied the CSAOs at the then 21 campuses of the California State University system. Nineteen CSAOs responded to the survey offering a total of 28 functional areas led by the CSU CSAOs. Blaine provided a rank order of functional areas as follows:

1. Counseling.
2. Greek affairs.
3. Health services.
4. Student activities.
5. Student government.
6. Career planning.
7. Disability student services.
8. Housing administration.
9. Child care.
10. Residential life.
11. Orientation.
12. Student development.
13. Financial aid.
14. Student judicial affairs.
15. Student union.
16. Women's center.
17. Multicultural affairs.
18. Student recruitment.
19. Intramurals.

20. Admissions.
21. Enrollment management.
22. International students.
23. Athletics.
24. Veteran's affairs.
25. Academic advising.
26. Adult learning services.
27. Campus police.
28. Food services (p. 71-72).

According to Rentz (2004), functional areas commonly supervised by CSAOs include admissions, academic advising, career services, counseling, discipline and judicial affairs, financial aid, health services, multicultural and international affairs, orientation, resident life, and student activities. While Edwards (2005) found the most commonly supervised areas by CSAOs of New England to be the following:

1. Student activities.
2. Student discipline.
3. Student government.
4. Career services.
5. Admission.
6. Counseling.
7. Enrollment management.
8. Orientation (p. 61).

Kuk and Banning (2009) surveyed 77 CSAOs from institutions of varying size, type, and geographical location within the U.S. The researchers identified 16 functional areas commonly led by chief student affairs officer, which include:

1. Counseling centers.
2. Residence life.
3. Career services.
4. Health centers.
5. Student activities.
6. Student centers.
7. Campus recreation.
8. Judicial affairs.
9. Academic advising and support services.
10. Disability services.
11. Multicultural student services.
12. Dean of students.
13. Enrollment management.
14. Leadership.
15. Civic engagement/ community services.
16. Greeks (p. 102).

In Wesaw and Sponsler's (2014) study, 863 responding CSAOs from throughout the U.S. resulted in a comprehensive list of 39 functional areas supervised by the chief student affairs officer. A rank order of those areas where at least 50% of respondents reported having administrative oversight is as follows:

1. Campus activities.
2. Student conduct/ case management (behavioral).
3. Counseling services.
4. Orientation.
5. Student affairs assessment.
6. Career services.
7. Student conduct/ academic integrity.
8. Wellness programs.
9. Disability support services.
10. On-campus housing.
11. Recreational sports.
12. Multicultural services.
13. Community service/ service-learning.
14. Clinical health programs.
15. Commuter student services.
16. College unions.
17. LGBTQ student services.
18. Veterans' services (p. 18).

The three least likely functional areas to be supervised by the CSAO were reported as (a) women's center; (b) graduate and professional student services; and (c) alumni programs. The researchers also offered a list of the five most frequently added functional areas over the last 3 years, which included (a) veterans' services; (b) student affairs assessment; (c) campus safety; (d) career services; and (e) wellness programs.

Similarly, the five most frequently removed functional areas over the past 3 years were (a) career services; (b) financial aid; (c) intercollegiate athletics; (d) international student services; and (e) admissions. Wesaw and Sponsler (2014) point to the fact that career services appears on both lists among the most commonly added and removed functional areas under CSAO purview.

Kuk and Banning (2009) assert that there is insufficient research on the organizational structures of student affairs, as well as how and why institutions structure the division, or the relationship between the division's organizational structure and the institutional mission. Galbraith (2002) argued that the goal of the organizational structure should be to support the mission and objectives of the institution. One philosophy which holds true today is that not one organizational structure can be applied to all student affairs divisions based on each institution's individual needs, including scope, mission, and size (Sandeen & Barr, 2006). Yet, the CSAO had become a part of the institution's central management team and is often seen by the president and other senior officials to be the institutional expert on student issues (Brown, 1997). Moreover, it is clear that the chief student affairs officer has assumed significant functional oversight in the past 25 years (Sandeen, 2004).

Career Patterns of the Chief Student Affairs Officer

This section reviews the literature on the professional preparation, development, advancement, and career patterns of the CSAO. Professional preparation refers to the academic readiness of CSAOs which aided in their selection to this senior student affairs position. Elements include quality, breadth, resources, and type of the academic program. Professional development refers to the activities, associations, supplemental

training, and knowledge which aided in the CSAOs' appointment. Career advancement refers to the specific factors which led to the CSAOs' promotion. Finally, career pattern refers to the areas of professional service and the number of years served prior to becoming the chief student affairs officer.

Professional preparation. Sandeen (1982) conducted research by surveying 219 CSAOs regarding their perceptions on academic programs designed to prepare them for the student affairs profession. For the purposes of Sandeen's (1982) study, the researcher focused on the following academic programs: higher education administration, student development, student personnel work, and student personnel services. The research concluded that CSAOs believe graduate programs to be important across all position levels within the student affairs division, while the doctorate to be of significant importance to the CSAO. Sandeen also offered recommendations regarding academic preparation programs, which include (a) CSAO interaction with program faculty; (b) improved accreditation standards; (c) increase financial aid to attract quality graduate students; (d) improve information regarding available programs; and (e) professional associations need to promote assessment of these programs.

Dressel and Mayhew (1974) surveyed 67 universities offering doctoral degrees in higher education and found a wide range of focus from national to regional issues affecting the field. Crosson and Nelson (1986) offered a profile of doctoral programs with concentrations in higher education by surveying the 65 institutions in the *Association for the Study of Higher Education, Directory 1984*. With a 100% response rate, 55 (84%) of the 65 doctoral programs reported their purpose was to prepare leaders for vocations in higher education, specifically on administrative leadership.

Coomes et al. (1991) determined the majority of doctoral students enroll in higher education focused programs as a means for career advancements within student affairs. Additionally, these programs trained participants on student development theory and practice, how to assist institutions with assessment, and how to initiate campus community. Keim and Graham (1987) surveyed 775 doctoral students which found the curriculum focused on (a) higher education; (b) student affairs; (c) educational policy and leadership; (d) administration; and (e) organization theory. By the early 1990s, Young (1993) found student personnel programs had reached an all-time high with accreditation supported by national associations in an effort to bring legitimacy and professionalism to student affairs.

Professional development. Sherburne (1970) argues that the advancement of a student affairs professional is affected by the quantity and quality of professional development. From there, additional factors included the background of the CSAO, relationship between advancement and professional competence, growth of student affairs organizations, professional reputation of the respective CSAO, and various approaches used to secure advancement within and among institutions.

Kinnick and Bollheimer (1984) conducted a study based on the responses of 189 college presidents regarding the professional development needs of their CSAOs. The college presidents stated the most important element of success in the CSAO position is the development and maintenance of the relationship with the president. The presidents also responded that CSAOs needed professional development in (a) discussion with student affairs staff, administration, faculty, and institution; (b) attending professional workshops, institutes, or seminars; (c) discussion with students; (d) attend

regional meetings on student affairs/ higher education; (e) reading professional reports, books, and journals; (f) attending national conferences on student affairs/ higher education; and (g) taking additional relevant courses.

Young and Coldwell (1993) surveyed 244 student affairs professionals to gauge perception of important developmental competencies needed within the field. The researchers found 10 developmental areas of significant importance to respondents, including assessment and evaluation; counseling; fiscal management; general knowledge and skills; history and philosophy of higher education; knowledge of organizational, human development, and management theory; student development theory and practice; teaching methodology; use of technology; and application of values, ethics, and philosophy.

According to Komives and Woodard (1996), the core developmental competencies of CSAOs should include an understanding of the culture and history of the institution; familiarity with the mission, policies, and procedures of the student affairs division; familiarity with the student profile of the institution; understanding of ethical principles; time management skills; written and verbal communication skills; and an ability to understand and apply one's leadership style. Komives and Woodard (1996) also offered important professional development programs and opportunities, including committee assignments, the pursuit of formal academic and continuing education programs, inter-departmental staff exchanges, mentoring, new staff orientation, professional publications, self-initiated study, temporary staff assignments, and workshops.

As earlier research profiled CSAOs participation in professional organizations, Ostroth et al. (1984) found that CSAOs benefit most from professional affiliations in NASPA and ACPA, with 45% of responding CSAOs affiliated with NASPA and 11% with ACPA. Moreover, the researchers assert, “active membership in professional organizations enhances a professional’s upward mobility in student affairs” (Ostroth et al., 1984, p. 444). However, research conducted by Chernow, Cooper, and Winston (2003) found that with career advancement, student affairs professionals are less likely to participate in professional associations as well as read the association’s published journals. The researchers hypothesize that CSAOs are likely to be more professionally advanced than other student affairs staff and as a result, require less involvement in professional affiliations.

Grant and Foy (1972) conducted research by surveying the CSAOs at 499 of the 742 institutions with NASPA in January 1969. The study revealed that 30% of CSAOs participate in research while 23% reported contributing to scholarly publications. The researchers also found 22% of CSAOs planned to remain in their current position through retirement. Moreover, of CSAOs who left their top student affairs post yet continued working, 23% were promoted within higher education to administrative positions outside of student affairs while 29% went into university teaching positions.

Scott (2000) found that CSAOs recommended professional development for student affairs staff to include administrative internships, exchange programs, shadowing, and sabbaticals as well as discussion groups, orientation for new staff, self-directed programs, teleconferences, topic-specific workshops, training videos, and visits to other institutions. Scott (2000) further found participation in executive development

programs, serving in leadership positions within professional associations, and written contributions to scholarly journals to be of benefit to the professional development of CSAOs.

Roberts (2007) suggests that the value of professional development opportunities depend on the current level of the student affairs professional. Specifically, new professionals find greater value and are more likely to participate in academic programs and courses. Mid-managers are more likely to take advantage of professional conferences, while CSAOs typically read scholarly journals and books for professional development. However, across all professional levels, interactive applications, such as discussions and consultation with other colleagues seemed to be the preferred method of professional development. Sermersheim and Keim (2005) had similar findings regarding professional development opportunities which are more interactive, such as conferences, workshops, and discussions with colleagues.

Career advancement. Lunsford (1984) surveyed 147 CSAOs of four-year institutions regarding the factors they perceived to be most important in their advancement to the CSAO position. The rank order of factors are (a) length and variety of job experience; (b) last job experience; (c) quality and strength of references; (d) degrees earned; and (e) professional and personal networks. In contrast to previous studies, research and publication was not considered an important factor in the advancement to CSAO.

Letts (1988) surveyed all CSAOs from NASPA Region IV-West and received 109 useable responses. The respondents were asked to provide a rank order of the nine factors they perceived to contribute to their advancement to the CSAO position. Letts

research concluded the following: (a) variety of experience within student affairs; (b) most recent position held within higher education; (c) doctorate degree in student personnel, counseling, or educational administration; (d) general administrative responsibility; (e) evidence of advancement; (f) quality, and strength of references; (g) personal and/or professional network; (h) ten years or more of experience within student affairs; and (i) type of institution where previously employed (p. 58-59).

Blaine (1997) asked the CSU CSAOs to rank order the professional factors they perceived to be critical in their promotion to the top student affairs position. The top five factors rated as critical were (a) possession of good organization skills; (b) maintained personal integrity; (c) maintained and developed good relations with other offices; (d) provide leadership to student affairs; and (e) possession of good communication skills. However, the results shift when Blaine (1997) combined the CSAOs rating of factors as both critical and very important. Together, the factors affecting the CSU CSAOs promotion were (a) maintained and developed good relations with other offices; (b) ability to supervise staff; (c) possession of good organization skills; (d) provide leadership to student affairs; and (e) ability to supervise staff.

Career path. In regard to career progression, Harder (1983) surveyed 354 CSAOs. The research unveiled the average number of positions held prior to becoming CSAO to be 3.5 and the average CSAO had been employed by 2.5 institutions prior to their senior appointment. Harder also concluded the majority of CSAOs had a minimum of 10 years of experience and the majority (51%) had been recruited from outside of their current institutions. Additionally, most responding CSAOs stated a desire to serve their current institution until retirement, thereby increasing the tenure of most CSAOs.

Yet, similar to Harder's (1983) findings, Lunsford (1984) found most CSAOs needed to leave their current institution in order to promote to CSAO and the majority of CSAOs came from outside the institution. Moreover, Lunsford (1984) found that if a CSAO leaves an institution for advancement, they are not likely to return to that institution later in their career as the CSAO. Furthermore, Lunsford (1984) discovered 58% of CSAOs held positions in student affairs administration just prior to assuming the CSAO position. Aside from student affairs professionals, faculty and academic administrators from within the institution were likely to be appointed CSAO. The researcher also concluded the director of a student affairs functional area was likely to be promoted to CSAO while networking was also critical to advancing to CSAO.

From their survey of 335 CSAOs, Ostroth et al. (1984) offer results which vary from those reported by Lunsford (1984). Ostroth et al. (1984) found 52% of CSAOs were professionally advanced from non-student affairs positions. However, in support of previous research, more than half assumed the CSAO position from outside of the institution. A majority of CSAOs reported contacts with colleagues from other institutions aided their career advancement as 74% were nominated or encouraged to apply for the CSAO position while 15% applied on their own initiative. Lunsford (1984) also found 30% of CSAOs had their first professional position within the student affairs field, with an additional 30% coming from elementary or secondary education, 12% from non-student affairs higher education positions, 9% religious service, 8% military, and 7% business. Rickard (1985a) found that 78% of CSAOs were from student affairs areas and 14% from academic affairs.

Kuh et al. (1983) discovered the time to advance to the CSAO position takes between 11 to 12 years at institutions with student enrollments under 2,000. This is notably less than their counterparts at institutions with student enrollments above 5,000, with advancement taking approximately 14 to 15 years. The researchers also identified the average number of positions held prior to becoming CSAO. This varied based on the size of the institution. CSAOs serving institutions with enrollments under 2,000 students typically held two previous positions, while it was three positions for those with enrollments between 5,000-10,000 students, and five previous positions at institutions with enrollments above 20,000 students. An interesting finding by researchers (Clement & Rickard, 1992) is that as an individual advances on the path toward CSAO, one is likely to spend less time with students.

Wesaw and Sponsler (2014) found 34% of CSAOs had served a single institution for the majority of their careers, 35% had changed institutions one to two times, 22% changed institutions three or more times, and 4% reported shifting in and out of positions within the field of higher education. Regarding promotion to the CSAO position, 48% of respondents were promoted to CSAO from within their current institution, 26% promoted to CSAO from an external institution, 22% experienced a lateral move as CSAO from an external institution, and 4% of CSAOs held positions outside higher education. As for previous titles held just before being promoted to CSAO from an external institution, 27% were director of a functional area, 23% served as dean, 20% as associate/ assistant vice president, 19% as associate/ assistant dean, 1% as associate/ assistant vice chancellor, and 1% held faculty appointments prior to promotion to the position of CSAO. As for CSAO titles held just prior to being promoted

within their current institution, the most common position was dean (29%), followed by director (23%), associate/ assistant dean (19%), associate/ assistant vice president (17%), faculty (6%), and others within higher education (6%).

Leadership Styles of the Chief Student Affairs Officer

The research and application of leadership has become especially pressing as higher education meets unparalleled challenges (Cohen, 1998). Within the field of higher education, leadership behavior has been difficult to synthesize outside of the position of president. As the head of the academic institution in its entirety, it stands to reason researchers would be most interested in examining presidential leadership. Though this position is ultimately responsible for all facets of the institution, it is still a leader among leaders. The president often looks to the chief student affairs officer and other university administrators for advice on the direction of the organization. These relationships are crucial to the organizational effectiveness of colleges and universities (Barr, Desler, & Associates, 2000; Sandeen, 2000). Yet, the current body of knowledge centers almost exclusively on the result presidential leadership has on the institution (Cohen & March, 1986; Fisher & Koch, 1996; Fisher & Koch, 2004; Fisher, Tack, & Wheeler, 1988; Peck, 1983). While there is significant literature on the leadership approach and impact of university presidents, there is insufficient research on the leadership styles of other senior-level positions within higher education, including CSAOs (American Council on Education, 1988; Bensimon et al., 1989; Hoffman & Summers, 2000; Vroom, 1983). Barr et al. (2000) assert that leadership cannot be the responsibility of a single position within the institution, but should be a cooperative partnership across the lines of every department, unit, and division. It is also important

to note that Blaine's (1997) study to profile the CSAOs of the CSU system did not include an assessment of leadership styles for the target population.

Burns (1978) asserted that "Leadership is one of the most observed and least understood phenomena on earth" (p. 2). Yet, leadership has been examined by numerous researchers in an attempt to identify, label, and categorize the variables which encapsulate its very definition and application (Bass & Bass, 2008). Northouse (2007) may have provided the most succinct definition of leadership when offering, "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). From this, six major categories on leadership style emerged from the literature as well as two prevailing frameworks designed to measure the effectiveness of leaders. The first framework was the Four-Frame Leadership Model developed by Bolman and Deal (1997). The second framework was the Five Practices of Exemplary Leaders developed by Kouzes and Posner (2002).

Major leadership theories. The six major theories on leadership style are (a) trait; (b) power and influence; (c) behavior; (d) contingency; (e) cultural and symbolic; and (f) cognitive. Trait theory was once known as the 'great man' leadership theory and was commonly applied throughout the late 19th and early 20th centuries, but is not often used by contemporary researchers (Bensimon et al., 1989). This line of research focused on an individual's various traits, such as physical features, personality traits, and social background to measure the likeliness and degree of a leader's success, usually male, and often believed to be inherited at birth. However, trait theory does not account for external factors and studies have shown there are no traits which guarantee one's effectiveness as a leader (Northouse, 2007).

Power and influence emerged as a leadership theory in the early 20th century which focuses on the leader's source of power as well as the ability to influence followers. Sources of power include legitimate, reward, and coercive power which typically stem from positional power, such as the relationship between an employer and the employee. There is also expert and referential power derived from a leader's knowledge and personality (Northouse, 2007). Social interaction approach addresses the relationship and exchange which occurs between the leader and follower. Transaction theory implies that an exchange, or transaction, is inherent in the relationship between all leaders and followers, such as a supervisor rewarding a subordinate for a well-executed task. However, transformational leadership goes beyond transactional leadership as a transformational leader "engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (p. 176).

Behavior leadership theories were first explored in the 1950s when the field of psychology was expanding. This theory examines the behavior of leaders, including what they do and how they apply leadership. Smith and Blase (1991) indicate that under behavior theory, a "leader is one who recognizes and encourages, one who is willing to take risk and is reflexively aware of standards that are written as criteria for performance" (p. 19). This concept points to the application of leadership as task and relationship driven. Conversely, contingency theory emerged in the 1960s and 1970s which focused on the effectiveness of leaders when influenced by situational factors, both internal and external. Researchers concluded that different behaviors and traits were utilized by successful leaders based on the current situation (Bensimon et al.,

1989). Path goal theory falls within contingency theory as leaders identify and then follow a path toward a goal while removing barriers for followers (House, 1971).

Cultural and symbolic theory is leadership executed through the cultural norms, values, sagas, symbols, ceremonies, and myths created by the group. Under this theory, the leader effectively leads from an ability to articulate and influence cultural values which have been created, as opposed to observed or discovered (Kuhn, 1970). The sixth and final leadership theory is cognitive theory. Cognitive theory is believed to be a societal construct developed to assign power to a leader out of followers' need for order and the execution of expectations too great or complex for the individual (Cohen & March, 1986).

Four-frame leadership model. Bolman and Deal (1997) developed a four-frame model to categorize leadership styles used by leaders within an organization. The researchers also developed an instrument known as the Leadership Orientation Inventory to identify which of the four frames are utilized by the leader. These four frames are structural, human resources, political, and symbolic. Most leaders typically implore one frame over the other three; however, the literature indicates that successful leaders shift frames as the situation requires and can point to which frame is most valuable in a given circumstance. This is referred to as a multi-frame approach.

Under the structural frame, a leader will focus on the formal roles and relationships within an organization to help guide in the decision making process. As a result, the leader will operate with the organizational chart in mind while ensuring that policies and rules are in place to elicit maximum effectiveness. Often considered to be associated with bureaucratic structures, leaders functioning within this frame will

typically try new approaches as they define clear goals and directions for the other members of the organization. Those operating within the structural frame are usually most effective, yet are not as politically savvy. Birnbaum (1988) and Berquist (1992) are two researchers who each developed their own four frame leadership models with similarities to Bolman and Deal's (1997) model. Birnbaum's (1988) bureaucratic frame and Berquist's (1992) managerial frame most closely resemble Bolman and Deal's (1997) structural frame.

The human resources frame focuses on the people within an organization and the leader's understanding of members' needs, skills, and goals. A leader operating within this frame will make decisions based on how the outcome will affect members of the organization rather than what is outlined by policy and procedure. With the human resource frame, leaders will emphasize collegiality and familial relationships among staff while remaining participative. Moreover, the leader will both empower and support followers while learning of their aspirations and conveying genuine warmth and openness. As a result, the leader can typically rely on commitment and loyalty from their followers. Birnbaum's (1988) collegial frame and Berquist's (1992) developmental frame most closely resemble Bolman and Deal's (1997) human resource frame. Research conducted by Travis (1996) and Baker (2008) concluded that the human resources frame is most commonly utilized by CSAOs across all demographics, including race, gender, and age.

The political frame focuses on the leader's ability to navigate complex arenas built around coalitions of people and interest groups. Within this frame, consortiums of people and individuals advocate for scarce resources and those with power are often

charged with the allocation and distribution of those resources. Though political systems are considered to be innately flawed and selfish in nature, a successful leader is articulate while using persuasion and negotiation to determine what is needed and how it is allocated. Birnbaum's (1988) political frame and Berquist's (1992) negotiating frame most closely resemble Bolman and Deal's (1997) political frame.

The symbolic frame focuses on rituals, myths, and storytelling to find meaning in disorder and situations of uncertainty. In the absence of rational analysis, members make meaning through ceremonial practice while leaders tell stories, create heroes, and use symbols to elicit emotion and follower submission. Leadership within the symbolic frame can be both powerful and effective especially when an organization is threatened and having difficulty finding hope or resolution. Birnbaum's (1988) anarchical frame and Berquist's (1992) collegial frame most closely resemble Bolman and Deal's (1997) political frame.

Five practices of exemplary leadership. Kouzes and Posner (2002) developed an instrument known as the Leadership Practices Inventory to identify and categorize five practices commonly applied by leaders. Though similar to Bolman and Deal's (1997) Leadership Orientation Inventory, Kouzes and Posner's (2002) model differs in that it focuses on practice over personality and provides guidance on how to become an effective leader. Kouzes and Posner's (2002) five practices are (a) modeling the way; (b) inspiring a shared vision; (c) challenging the process; (d) enabling others to act; and (e) encouraging the heart.

Modeling the way calls upon leaders to serve as the example. Understanding that deeds speak louder than words, leaders must not only make, but keep their

commitments. They must also help followers navigate the difficult and often daunting task of change by creating small, achievable goals which are then celebrated. This typically includes the temporary dismantling of bureaucratic barriers which stand in the way of the organization's success.

Inspiring a shared vision calls upon the leader to develop a clear and distinct vision for the direction the organization is moving. Leaders often use their charisma to inspire others toward the realization of these shared goals while quietly enlisting key members. Armed with a clear foresight and an understanding of the group's hopes and aspirations, the leader is able to convey that each member plays a critical role in something special and greater than themselves.

Challenging the process calls upon leaders to take risk, experiment, seek opportunities, and challenge long held norms. Kouzes and Posner (2002) discuss the importance for leaders to break free from the status quo and the routine. They strive to raise the performance standards for every member of the organization which can be lofty, but achievable. Leaders understand that with risk comes the possibility for mistakes and failure, but are unafraid and even embrace and encourage others to take risks. Moreover, leaders are constantly learning from failure and apply knowledge acquired from those mistakes to mitigate risk when faced with future challenges.

Enabling others to act is built on mutual trust between followers and the leader. This trust is built upon the core principles established by the leader modeling the way. Moreover, the leader's willingness to share power and information with followers better positions them to make decisions and take action toward realizing the shared vision. As a result, followers feel capable and prepared to act.

Encouraging the heart is positive in nature and rewards the work and accomplishments of others. This acknowledgement is often a public celebration and may include social rituals such as ceremonies and celebrations. In this practice, leaders are personally involved in the process by providing encouraging feedback, filled with affirmation. The result of this encouragement is followers are generally able to achieve more than originally thought possible with greater performance.

Goldstein (2007) conducted research using Kouzes and Posner's Leadership Practice Inventory to identify the self-reported and perceived practices of 18 CSAOs from New Jersey. The results indicate the New Jersey CSAOs perceive Enabling Others to Act as the most frequently used leadership practice, followed by Modeling the Way, Encouraging the Heart, Challenging the Process, and Inspiring a Shared Vision as the least utilized leadership practice. Rozeboom (2008) conducted similar research based on the self-reported and perceived leadership practices of 338 CSAOs. The rank order of Rozeboom's (2008) results mirror Goldstein's (2007) results, revealing that CSAOS perceive Enabling Others to Act to be their primary leadership practice, followed by Modeling the Way, Encouraging the Heart, Challenging the Process, and Inspiring a Shared Vision to be their fifth and least used leadership practice.

Summary

The literature review was organized into six main sections. The first section provided a historical overview of the student affairs profession. The subsequent five sections corresponded to each of the five research questions, including descriptive data on the (a) demographics and characteristics of the CSAO; (b) roles of the CSAO; (c)

CSAO functional areas; (d) career patterns, professional development, and preparation trends of CSAOs; and (e) leadership styles of the CSAO.

History. American higher education began with the founding of Harvard in 1636. By providing a holistic approach to education, colonial colleges took on the role of surrogate parent to their students. *In loco parentis* provided the foundation for what was to become the student affairs profession. Following the Civil War, student enrollment increased rapidly while students became more involved in their own extracurricular activities. The additional responsibility for university presidents, coupled with faculty disinterest in students' out-of-classroom development, necessitated a full-time student affairs professional (Delworth et al., 1989). LeBaron Briggs was appointed Harvard's first dean of students in 1890, making Briggs the first chief student affairs officer in the United States (Sandeem, 1991).

The profession continued to emerge and evolve throughout three distinct eras, defined as student personnel work (1890 to mid-1960s), student development (mid-1960s to late 1980s), and student learning (1990s to present) (Rentz, 2004). During the first era of student personnel work, student affairs professionals focused on the needs of individual students, student behavior, and personnel management. Professionals were expected to manage students' extracurricular activities and to be human specialists and counselors in the areas of vocational guidance (Barr & Keating, 1995). In the following era, student affairs professionals dedicated their work to student development and began to reject "the notion that student affairs work is exclusively extracurricular" (p. 36). Professionals focused on developing students through cognitive and social interactions within the college setting. Now in the third era, student affairs

professionals center their work on student learning. Professionals have also solidified their charge to support the academic mission of the institution while reinforcing the impact of their work through accountability, assessment, and the standardization of professional best practice (Evans & Reason, 2001).

Characteristics. While early research indicated an overwhelming majority of CSAOs to be male, contemporary studies suggest a more equal distribution among gender closer to a representation of 51% males and 49% females. However, Brooks and Avila (1973) reported 96% of CSAOs to be white while Wesaw and Sponsler (2014) found white CSAOs still in the majority at 76.5%. In regard to age, earlier studies point to the average age of CSAOs to range from 40-45 while recent studies show the average age has increased to 50-59. CSAOs are also more likely to possess a doctorate, having increased to 56% (Wesaw & Sponsler, 2014) from 47% as indicated by Brooks and Avila (1974). The most frequent academic area of study continues to be higher education administration. Throughout the literature, the most commonly used CSAO title was dean of students until the mid-1970s when the vice president of student affairs title became more widely applied, especially among institutions with student enrollments above 10,000. In terms of reporting structure, CSAOs have historically reported to the university president, though the number of CSAOs reporting to the provost has increased gradually over the last 40 years.

The time CSAOs have occupied the position remains relatively the same, ranging from 3-5 years. Yet, the number of years in service to their current institutions has decreased from an average of 13.3 years to 7 years. While Blaine (1997) is the only researcher to capture the number of years (22.4) CSAOs have served in the student

affairs profession and hold academic rank (31.6%), it is likely they promoted from a director-level position within a student affairs functional area. When researchers identified the personal traits found in successful CSAOs, the prevailing list included personal integrity, interest in students, enthusiasm for the job, political savvy, and fairness.

Roles. Early research conducted by Lilley (1973) found 10 essential roles in the execution of CSAO responsibilities, including (a) chief administrator; (b) policy formation affecting students; (c) determining objectives; (d) preparing budgets; (e) recruiting staff; (f) non-academic discipline; (g) advising student government; (h) serving as liaison between students and faculty; (i) interpreting policy for student comprehension; and (j) advising faculty on the needs of students. More than 40 years later, Wesaw and Sponsler (2014) found CSAO roles had shifted to (a) administration; (b) personnel management; (c) direct interaction with students; (d) crisis management; (e) strategic planning; (f) finance; and (g) public relations.

Randall and Globetti (1992) conducted similar research on important competencies of the CSAO, but from the perspective of university presidents. The roles reported to be of greatest importance include (a) commitment to institutional mission; (b) integrity; (c) motivation; (d) decisiveness; (e) support for academic affairs; (f) conflict resolution; (g) planning skills; (h) flexibility; (i) staff supervision; and (j) verbal communication skills.

Functional areas. Since the appointment of the first chief student affairs officer in 1890, occupants were initially charged with student discipline, counseling, student supervision, housing, facilities, advising student organizations, career guidance, health,

and social programs (Dinniman, 1977). Almost 125 years later, Wesaw and Sponsler (2014) identified an exhaustive list of 39 functional areas which can be found under the purview of the CSAO. The top 10 functional areas include (a) campus activities; (b) student conduct/ case management (behavioral); (c) counseling services; (d) orientation; (e) student affairs assessment; (f) career services; (g) student conduct/ academic integrity; (h) wellness programs; (i) disability support services; and (j) on-campus housing.

Barr and Keating (1995) also offered the CSAO functional areas they believed would be agreed upon by the majority of institutional executives, including (a) residence halls; (b) health services; (c) financial aid; (d) student placement and career development; (e) recreation and intramural programming; (f) student activities and governance; (g) child care; (h) student center programming; and (i) student discipline.

Kuk and Banning (2009) assert there to be insufficient research on the organizational structures of student affairs, as well as how and why institutions structure the division, or the relationship between the division's organizational structure and the institutional mission. Yet, the chief student affairs officer has assumed significant functional oversight in the past 25 years (Sandeem, 2004).

Career patterns. University presidents report the most important element to the success of the CSAO position to be the development and maintenance of the relationship with the president. The presidents also responded that CSAOs needed professional development in (a) discussion with student affairs staff, administration, faculty, and institution; (b) attending professional workshops, institutes, or seminars; (c) discussion with students; (d) attend regional meetings on student affairs/ higher

education; (e) reading professional reports, books, and journals; (f) attending national conferences on student affairs/ higher education; and (g) taking additional relevant courses (Kinnick & Bollheimer, 1984). Ostroth et al. (1984) found CSAOs benefit most from professional affiliations in NASPA and ACPA, with 45% of responding CSAOs affiliated with NASPA and 11% with ACPA.

Early research conducted by Lunsford (1984) show CSAOs perceived the following factors to be most important in their advancement to the CSAO position: (a) length and variety of job experience; (b) last job experience; (c) quality and strength of references; (d) degrees earned; and (e) professional and personal networks. However, Blaine's (1997) research on the CSU CSAOs reported the top five factors as (a) possession of good organization skills; (b) maintained personal integrity; (c) maintained and developed good relations with other offices; (d) provide leadership to student affairs; and (e) possession of good communication skills.

An earlier study conducted by Harder (1983) found the average number of positions held prior to becoming CSAO to be 3.5 and the average CSAO had been employed by 2.5 institutions prior to their senior appointment. Harder also concluded the majority of CSAOs had a minimum of 10 years of experience and the majority (51%) had been recruited from outside of their current institutions. While contemporary research conducted by Wesaw and Sponsler (2014) found 34% of CSAOs had served a single institution for the majority of their careers, 35% had changed institutions one to two times, 22% changed institutions three or more times, and 4% reported shifting in and out of positions within the field of higher education. Regarding CSAO advancement, 48% were promoted to CSAO from within their current institution, 26% promoted to

CSAO from an external institution, 22% experienced a lateral move as CSAO from an external institution, and 4% of CSAOs held positions outside higher education.

Leadership styles. Six major categories on leadership style emerged from the literature, including (a) trait; (b) power and influence; (c) behavior; (d) contingency; (e) cultural and symbolic; and (f) cognitive. Additionally, two prevailing frameworks emerged and were designed to measure the effectiveness of leaders. The first framework was the Four-Frame Leadership Model developed by Bolman and Deal (1997). Research conducted by Travis (1996) and Baker (2008) concluded that the human resources frame is most commonly utilized by CSAOs across all demographics, including race, gender, and age. The second framework was the Five Practices of Exemplary Leaders developed by Kouzes and Posner (2002). The rank order of Rozeboom's (2008) results mirror Goldstein's (2007) results, revealing that CSAOS perceive Enabling Others to Act to be their primary leadership practice, followed by Modeling the Way, Encouraging the Heart, Challenging the Process, and Inspiring a Shared Vision to be their fifth and least used leadership practice.

Chapter 3. Methodology

This chapter outlines the applied methodology for the study, addresses the design of the study, and offers the research questions used to guide the study. In addition, this chapter describes the sources of data, the development of the data collection tool, data collection strategies, protection of human subjects, and techniques used in data analysis.

Research Purpose

The purpose of this descriptive study was to establish a current profile of the chief student affairs officers of the 23 campuses that comprise the California State University system using survey technique. This study provides contemporary descriptive data on (a) career patterns of the CSAO; (b) professional development and preparation trends of the CSAO; (c) roles of the CSAO; (d) CSAO's functional areas; (e) demographics and characteristics of the CSAO; and (f) leadership styles of the chief student affairs officer.

A contemporary profile of the CSU CSAO may be valuable to graduate students and entry-level student affairs professionals as they chart a career course. With more than 436,000 students and 44,000 faculty and staff, the California State University system is the largest university in the United States, making the CSU a significant employer of student affairs professionals. Moreover, the California State University system may apply the results of this study when designing the position announcement and interviewing for the chief student affairs officer. Furthermore, the CSU system may apply the results when making organizational structure determinations over the functional areas within the division of student affairs.

The following research questions guided this study:

1. What are the current characteristics of the chief student affairs officers of the California State University system?
2. What are the roles of the CSU chief student affairs officers?
3. What are the functional areas of the CSU chief student affairs officers?
4. What are the career patterns of the chief student affairs officers in the California State University system?
5. What leadership style do CSU chief student affairs officers perceive to be the most effective for their position?

Research Design

According to Creswell (2002), quantitative research is the systematic scientific investigation of quantitative properties, phenomena, and their relationship. The survey used for this quantitative study was adapted from Blaine's (1997) questionnaire, with modifications made for variables identified in the current review of literature. The majority of questions on the survey are close-ended, allowing for more reliability and efficiency. Closed-ended survey instruments provide consistency when measuring uniform data and are easier to apply, score, and code for analysis (Fink & Kosecoff, 1998; Fowler, 1993). However, a few open-ended questions were used due to the need to capture minimal qualitative data. Selected questionnaire items include terms such as "specify" and "other." The questionnaire also allows respondents the opportunity to list responses, provide additional information, and comment. A purely quantitative data collection instrument would exclude unanticipated data, which could be pertinent to the research questions in this study.

The CSAOs of the California State University system were selected for this study because the CSU is the largest university in the United States. With more than 45,000 employees, the CSU offers numerous career opportunities in the field of student affairs. The California State University system consists of 23 campuses, each with a CSAO, providing a significant population size ($N = 23$) to answer the research questions presented in this study (CSU, 2014).

The survey was chosen as the data collection instrument for this study because questionnaires are typically less expensive, more effective to administer, offers the possibility of complete anonymity, reduces researcher bias, and is therefore more practicable. Additionally, the CSU campuses are geographically distant from one another. Humboldt State University is the most northern campus, located in Arcata, California, while San Diego State University is the most southern campus, located in San Diego, California. These two CSU campuses are 775 miles apart, which would make interviewing all 23 CSAOs of the California State University system logistically complex.

This quantitative study used descriptive statistics to summarize and analyze the responses to the data collection tool. The data was compiled, as well as compared and contrasted according to stratification categories. Therefore, the study is both non-experimental and comparative. Specifically, the following steps were used:

Step 1

- A. Upon extensive review of the literature, identified commonalities in the body of knowledge on the characteristics, roles, functional areas, career patterns, and leadership styles of the CSAO.

- B. Developed a comprehensive review of the literature in relation to the history, development, and contemporary profile of the CSAO.
- C. Upon review of preexisting questionnaires, developed a new questionnaire which addresses the research questions.
- D. Created a matrix which correlates each survey question to the corresponding research question (Appendix B).
- E. Presented the questionnaire and evaluation form to a five member panel of student affairs experts who authenticated the ability of the survey to most closely address the research questions.
- F. Modified the questionnaire as advised by the expert panel.
- G. Integrated the questionnaire into a dependable and secure web-based format.

Step 2

- A. Drafted and repeatedly edited an introductory statement which was electronically mailed to the CSU CSAOs.
- B. Prepared and sent email that explained the purpose of the study, provided informed consent, offered instructions for the questionnaire, and provided the target population with a clickable link to the web-based, electronic questionnaire.
- C. Emailed a second notification with questionnaire to non-respondents 2 weeks after the first notification.
- D. Emailed a third and final notification to non-respondents 4 weeks after the initial invitation to participate in the study.

Step 3

- A. Retrieved data from the online survey instrument 6 weeks after the initial email.
- B. Prepared categorical tables, figures, and graphs of data using Excel.
- C. Conducted statistical analysis for each research question using Excel.
- D. Analyzed and reported research findings.
- E. Summarized study, deduced conclusions, and offered recommendations for further research.

Sources of Data

The target population for this study included all chief student affairs officers in the California State University system (Appendix A). There are 23 CSU campuses, and each campus employs one CSAO, for a total possible sample of 23 ($N = 23$) CSAOs during the 2014-2015 academic year. The sample for this study consisted of the CSAOs who chose to participate in the survey.

Data Collection Strategies

An introductory statement and on-line consent form was electronically mailed (emailed) to each of the CSAOs in the target population (Appendix C) with a link to the web-based questionnaire (Appendix D). The introductory statement explained the purpose of the study and encouraged each CSAO to participate in the study by placing emphasis on importance, relevance, and potential future applications of the completed research study. The introductory statement detailed measures to secure confidentiality and anonymity for each respondent. The introductory statement also contained a link to

a web-based survey made available by “SurveyMonkey.com.” Participants only needed to click on the link within the email to be directed to the web-based questionnaire.

The introductory statement within the email to the target population requested that the web-based questionnaire be completed within 2 weeks. Each web-based survey was coded only as a means to track respondents. Once a respondent completed the questionnaire, there were no identifying markers. Two weeks following the initial email, a second request with questionnaire was emailed to non-respondents only. Finally, 4 weeks after the initial email, a third and final request with questionnaire was emailed to remaining non-respondents.

Data Collection Tools

The data collection tool for this study was adapted from Blaine’s (1997) questionnaire, with modifications made to identify the current characteristics, roles, functional areas, career patterns, and leadership styles of CSAOs in the California State University system. Permission was granted by Blaine to use and/ or modify his questionnaire in an email dated November 18, 2008 (Appendix E). The validity of the altered questionnaire was determined upon review of contemporary literature and reviewed by an expert panel of administrators in the field of student affairs. Revisions to the Blaine (1997) questionnaire were developed and identified to reflect current characteristics, roles, functional areas, career patterns, and leadership styles of CSAOs. Necessary adjustments to the Blaine (1997) questionnaire were implemented following the review of current literature as well as additions needed to identify the leadership styles of the target population. The modified survey instrument was analyzed by an expert panel in student affairs administration. The survey items on the questionnaire are

of three types (a) check which applies; (b) fill in the blank; and (c) two types of five-point Likert scales.

Validity and reliability of instrumentation. The questionnaire items developed for this study were identified upon review of the literature from themes relating to chief student affairs officers. Each survey item was adopted after researching comparable studies regarding characteristics, roles, functional areas, career patterns, and leadership styles of similar positions within institutions of higher education.

The survey instrument developed for this study was reviewed by a judge panel of five experts in the field of student affairs administration. “Content validity is usually established by referring to theories about personalities, emotions, and behaviors and by asking experts whether the items are representative of the attitudes and traits studied” (Fink & Kosecoff, 1998, p. 35). The panel of experts were provided with introductory statement, instructions, research questions (Appendix F), and an evaluation form (Appendix G). The panel was asked to review each item on the questionnaire for consistency, stability, repeatability, relevance, validity, and structure. The expert panel was also asked to evaluate the overall clarity of the questionnaire, specific to survey instructions and questions. This was accomplished by providing the expert panel with an evaluation form that lists every survey item, followed by two questions, (a) Does item address the research question?; and (b) Should item remain on the survey instrument? For an example of an item from the evaluation form, see Table 1.

Table 1

Sample of the Evaluation Form for the Expert Panel of Judges

Item #	Does item address research question # X? (circle one)		Should this item remain on the survey instrument? (circle one)	
	Yes	No	Yes	No
XX				

If a majority of panel members agreed (at least three out of five) the survey item relates to the corresponding research question and should remain, then that item remains on the questionnaire. Likewise, if a majority of panel members agree the survey item does not relate to the corresponding research question and should not remain, then that item was removed from the questionnaire. Table 2 provides an example.

Table 2

Expert Panel Agreement Scenarios

<u>Agree</u>	<u>Disagree</u>	<u>Item Status</u>
5	0	Remains on the survey
3	2	Remains on the survey
2	3	Removed from the survey
0	5	Removed from the survey

There is also space made available on the evaluation form where panelists were able to provide comments or to recommend the addition of new items to the questionnaire. If the panel recommended additional item(s) to the questionnaire, the item(s) were included on a new evaluation form which was then provided to the entire expert panel for reevaluation. The same guidelines provided above were applied to the reevaluation of new items proposed by panel members. Finally, it was requested of the expert panel to document time spent completing the questionnaire and to evaluate whether the average elapsed time is appropriate and acceptable prior to CSU CSAO distribution.

Following a complete review, each panel member was asked to offer expert recommendations, revisions, and to comment on each survey section in the proposed questionnaire, which will ensure the validity of the survey instrument. The questionnaire was then modified based on the evaluation form offered by the expert panel of judges. According to Fink and Kosecoff (1998) and Fowler (1993), the overall structure and

clarity of questions can increase the reliability of surveys, thereby making the survey valid.

Structure and scoring. The 20 items on the questionnaire are of three types (a) check which applies; (b) fill in the blank; and (c) two types of five-point Likert scales. The survey instrument calls for information classifying age, gender, ethnicity, level of degree attainment, reporting relationship, and current official title of the respondent. The questionnaire also requests information relating to the current enrollment of the respondent's campus, age the respondent was first appointed CSAO at any institution, number of years employed by the respondent's current campus, number of years working within the student affairs field, and number of years in current position as CSAO.

The two Likert scales are based on a five-point, descending scale. The first scale calls for the view of the respondent regarding the degree of importance placed on each statement. The scale includes the following options, in descending order (a) Critical; (b) Very Important; (c) Important; (d) Somewhat Important; or (e) Not Important. The previous statements were developed to identify personal characteristics, roles, and leadership styles of the CSU CSAO. The second Likert scale requests the opinion of the respondent representing the level of agreement or disagreement with a statement. The descending scale includes the following options (a) Strongly Agree; (b) Agree; (c) Neither Agree nor Disagree; (d) Disagree; or (e) Strongly Disagree. The previous statements were developed to identify the career and professional development patterns of the CSU CSAO.

Protection of Human Subjects in Research

Prior to conducting the research, the researcher completed the online tutorial for Human Participant Protections Education for Research. The researcher also sought and received site approval from the California State University System (Appendix H). A Pepperdine University Institutional Review Board (IRB) Application for a Claim of Exemption was submitted and approved (Appendix I) for this study to ensure that the rights of human subjects participating in this study were protected. The application addressed the purpose for the study, consent procedures, risk involved to the subjects, the effects of the waiver, and the rationale for the informed consent procedures. This study has no applicability to the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

This study meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>) that govern the protections of human subjects (U.S. Department of Health & Human Services, 2009). Specifically, section 45 CFR 46.101(b) (2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy: Category (2) of 45 CFR 46.101. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the

research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

CSAOs were given an on-line consent form with a link to the web-based survey (Appendix C). The on-line consent form introduced the CSAOs to the purpose of the research study, procedures for completing the survey, potential risks, potential benefits, confidentiality, and participant rights, including the right not to participate and the right not to answer every question. Should a participant have any questions or concerns regarding the study, the on-line consent form provided contact information for the researcher, supervising chairperson, and chairperson of the Graduate and Professional Schools (GPS) Institutional Review Board (IRB). The on-line consent form stated that a participant may obtain documentation of participation in the research study by printing a copy of the on-line consent form. A survey protocol consisting of 20 close-ended and open-ended questions was used (Appendix D).

Risk to participants in the study was minimized in four ways. First, no specific identifying information was reported in any part of the study. Second, the study neither asked for information that can directly identify the participant nor were identifiers used that link the identity of a participant to his or her data. Third, an alteration of informed consent was applied which ensures (a) participation was voluntary; (b) the participant had the right to withdraw any response to the questionnaire; (c) there are no known risks to the participant other than the imposition of time; (d) confidentiality was maintained; and (e) the results of the study are available to respondents at the completion of the study (Appendix C). Finally, temporary digital records of participants' completion and responses to the questionnaire are kept on the web-based program

SurveyMonkey.com. This web-based program is password protected and only available to the researcher. Digital copies of responses are kept secure on the researcher's password protected computer which is located in a locked office. As a result, the researcher obtained written approval from Pepperdine University's Institutional Review Board (IRB) to conduct research on human subjects (Appendix I).

Analysis Procedures for Data Interpretation

Upon the collection of data, analysis procedures for this quantitative study include descriptive and inferential statistics using means, frequencies, and percentages. The purpose of result interpretation is to answer the research questions. Survey results are summarized both in total, and by each of the five categories, including characteristics, roles, functional areas, career patterns, and leadership styles. Data reported by respondents is presented comparatively in tables, figures, and various descriptive formats, such as graphs.

Achievement of research purpose. For Research Question 1, respondents were presented with a series of questions that seek current demographics and characteristics of CSU CSAOs. Additional space was made available for respondents to include characteristics not included on the survey. Subsequent questionnaire items requested that respondents assess the order of importance of common CSAO personal characteristics. A score of importance is calculated and analyzed for each personal characteristic using tables, figures, and graphs to report the results. Descriptive summary statistics, including frequency and mean, is presented to report the data. Table 3 provides an example of data analysis for Research Question 1.

Table 3

Sample Table for Age of Chief Student Affairs Officers

<u>Age</u>	<u>n</u>	<u>%</u>
40-49	5	21.74
50-59	11	47.83
60 and above	6	26.09
No response	1	4.35
Totals (N = 23)	23	

For Research Question 2, respondents were presented with a list of common CSAO roles and were requested to provide the degree of perceived importance for each item. Space was made available for respondents to include roles not listed on the survey. The data is analyzed to provide a rank order of the most important roles as perceived by the CSU CSAOs. Descriptive statistics, including frequency and mean, is presented to report the data. Results are further presented using graphical displays and tabular descriptions. Table 4 provides an example of data analysis for Research Question 2.

Table 4

Sample Table for Roles of Chief Student Affairs Officers

<u>Role</u>	Critical		Critical and Very Important	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Ability to manage fiscal resources	20	90.91	22	100
Ability to supervise personnel	21	95.45	22	100
Advise students	18	81.81	19	86.36
Conduct research	15	68.18	17	77.27

For Research Question 3, respondents were presented with a list of common functional areas under the direction of CSAOs and were requested to select which functional areas the respondent provides administrative oversight. Space was made available for respondents to include functional areas not listed on the survey. The data

is organized to provide a rank order of the most common CSU CSAO functional areas. Descriptive summary statistics, including frequency and mean, is presented to report the data. Results are further presented using graphical displays and tabular descriptions.

For Research Question 4, respondents were presented with a list of career factors and were asked to evaluate their level of agreement or disagreement with each corresponding item on the questionnaire as it relates to the respondent's succession to CSU CSAO. Space was made available for respondents to include career factors not listed on the survey. Descriptive summary statistics, including frequency and mean, is presented to report the data. A score of importance is calculated and analyzed for each career factor using tables and figures to report the results. Table 5 provides an example of data analysis for Research Question 4.

Table 5

Sample Table for Factors Affecting Succession of CSAOs

<u>Factors</u>	Strongly Agree		Strongly Agree and Agree	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Developed self-confidence	16	72.72	17	77.27
Developed sense of humor	13	59.09	15	68.18
Fundraising experience	14	63.63	18	81.81
Maintained personal integrity	17	77.27	21	95.45

For Research Question 5, respondents were presented with descriptions of leadership styles and were requested to provide the degree of perceived importance for each item when leading their subordinate staff. Data is organized to provide a rank order of the most important CSU CSAO leadership styles. Descriptive summary statistics, including frequency and mean, is presented to report leadership styles using statistics, graphical displays, and tabular descriptions.

Summary

This chapter detailed the methodology applied to conduct research for this descriptive study. In order to answer the research questions, a survey instrument in the form of a web-based questionnaire was used as the data collection tool. The questionnaire was adapted from Blaine's (1997) survey and modified based on the review of contemporary literature and evaluation by an expert panel of judges in student affairs administration, which verified the validity and reliability of the data collection tool. The target population are the chief student affairs officers of the 23 campuses in the California State University system. The consideration of human subjects was detailed as well as data collection procedures. Upon the collection of data, each research question is examined using descriptive statistics in the subsequent chapter.

Chapter 4. Research Results

This chapter presents the results of the data collection efforts. Findings are based on statistical analysis performed for this quantitative study, which include descriptive and inferential statistics using means, frequencies, and percentages. Data reported by respondents is presented comparatively using figures and tables, and descriptively using graphs. The purpose of result interpretation is to answer the research questions while results are summarized both in total as well as compared and contrasted according to stratification categories. Therefore, this chapter is organized to address each of the five research questions with corresponding survey question.

The purpose of this descriptive study was to establish a current profile of the chief student affairs officers of the 23 campuses that comprise the California State University system using survey technique (Appendix A). This study provides contemporary descriptive data on (a) demographics and characteristics of the CSAO; (b) roles of the CSAO; (c) CSAO functional areas; (d) career patterns, professional development, and preparation trends of CSAOs; and (e) leadership styles of the CSAO.

The following research questions guided this study:

1. What are the current characteristics of the chief student affairs officers of the California State University system?
2. What are the roles of the CSU chief student affairs officers?
3. What are the functional areas of the CSU chief student affairs officers?
4. What are the career patterns of the chief student affairs officers in the California State University system?

5. What leadership style do CSU chief student affairs officers perceive to be the most effective for their position?

In order to address these questions, the following assumptions were considered:

1. Respondents to the survey were as thorough and truthful to the best of their ability.
2. By virtue and definition of the term “chief student affairs officer,” the respondent to the survey were the senior-level officer with primary responsibility for fiscal and human capital and not a deputy or subordinate administrator within the division of student affairs at the respective California State University campus.

Survey Responses

The population used for this study are the chief student affairs officers of the California State University system. There are 23 CSU campuses and each campus employs one CSAO, for a total target size of 23 CSAOs during the 2014-2015 academic year (Appendix A). Each of the 23 CSAOs received an introductory statement and on-line consent form with a link to the web-based questionnaire made available by “SurveyMonkey.com” (Appendix C). The introductory statement requested that the web-based questionnaire be completed within 2 weeks (Appendix D). Each web-based survey was coded only as a means to track respondents. Once a respondent completed the questionnaire, there were no identifying markers. Two weeks following the initial email, a second request with link to the questionnaire was emailed to non-respondents only. Finally, 4 weeks after the initial email, a third and final request with link to the questionnaire was emailed to remaining non-respondents. After 6 weeks, a total of 16 of

the 23 CSU CSAOs had completed the survey. This represents a 69.6% response rate and sample size of 16 ($n = 16$).

Demographics

The following results detail the demographic characteristics of the chief student affairs officers of the California State University system.

Gender, age, and ethnicity. Regarding gender, the data displayed in Table 6 reveals the number of male CSAOs exceed the number of female CSAOs by two. With a total of 16 respondents, nine CSAOs (56.3%) identify as male, while seven CSAOs (43.8%) identify as female, accounting for a 12.5% delta in gender.

Respective of age, Table 7 shows the greatest number of CSAOs are within the 50-54 age bracket (37.5%), followed by ages 55-59 (25%), indicating the majority of CSAOs (62.5%) are between the ages of 50-59. While only one CSAO reported being between the ages of 40-44, no respondents identified as being under the age of 40 or over the age of 65. Therefore, all CSAOs are between the ages of 40 and 64.

Table 8 demonstrates the ethnicity identified by the 16 responding CSAOs. Six CSAOs (37.5%) identify as Hispanic, five (31.3%) as Caucasian, four (25%) as African American, and one (3.3%) as Asian.

Table 6

Gender of Chief Student Affairs Officers

<u>Gender</u>	<u>n</u>	<u>%</u>
Female	7	43.8
Male	9	56.3
Totals ($n = 16$)	16	

Table 7

Age of Chief Student Affairs Officers

<u>Age</u>	<u>n</u>	<u>%</u>
Under 40	0	0.0
40-44	1	6.3
45-49	3	18.8
50-54	6	37.5
55-59	4	25.0
60-64	2	12.5
65-69	0	0.0
70 or older	0	0.0
Totals (<i>n</i> = 16)	16	

Table 8

Ethnicity of Chief Student Affairs Officers

<u>Ethnicity</u>	<u>n</u>	<u>%</u>
African American	4	25.0
Asian	1	6.3
Caucasian	5	31.3
Hawaii/ Pacific Islander	0	0.0
Hispanic	6	37.5
Native American/ Alaskan Native	0	0.0
Undeclared	0	0.0
Other	0	0.0
Totals (<i>n</i> = 16)	16	

Highest degree earned and major field of study. With a total of 15 respondents, the majority (86.7%) of CSAOs possess an earned doctorate, while an additional two (13.3%) CSAOs have obtained a master's as highest degree earned.

Table 9 demonstrates this breakdown.

Table 10 shows the major field of study for highest degree earned by CSAOs. The overwhelming majority of respondents studied leadership and administration within an educational field (86.7%), with 40% of those having specialized in higher education. The greatest number of CSAOs (seven) report Educational Leadership/ Administration

as their major field of study, followed by Higher Education Administration/ Leadership (40%), Engineering (6.7%), and Social Work (6.7%).

Table 9

Highest Degree Earned by Chief Student Affairs Officers

<u>Degree</u>	<u>n</u>	<u>%</u>
Doctorate (Ph.D., Ed.D.)	13	86.7
Juris Doctorate (J.D.)	0	0.0
Master's	2	13.3
Bachelor's	0	0.0
Totals (<i>n</i> = 15)	15	

Table 10

Major Field of Study for Highest Degree Earned by CSAOs

<u>Major Field</u>	<u>n</u>	<u>%</u>
Educational Leadership/ Administration	7	46.7
Higher Education Administration/ Leadership	6	40.0
Engineering	1	6.7
Social Work	1	6.7
Totals (<i>n</i> = 15)	15	

Institutional enrollment, CSAO working title, and reporting relationship.

Table 11 demonstrates the wide range of student enrollment at the CSU campuses. The largest student enrollment reported by a CSAO was 38,000 with the lowest student enrollment reported as 1,100. This constitutes a difference of 36,900 students between the institution with the largest enrollment and the institution with the lowest enrollment. The mean institutional enrollment is 19,650 students with a standard deviation of 9,779 students.

The vast majority of CSAOs (80%) hold the working title of “vice president for student affairs.” However, another three CSAOs (20%) also incorporate “enrollment” or “enrollment management” into the “vice president for student affairs” working title. The data in Table 12 also revealed that no respondents hold the title “Dean of Students.”

This is reinforced in Table 13 as none of the responding CSU CSAOs serve a dual role as “Dean of Students” in addition to their “vice president for student affairs” title. All 16 respondents (100%), report directly to the president of the institution as reflected in Table 14.

Table 11

*Institutional Enrollment*Enrollment

38,000
30,000
29,000
25,000
23,000
23,000
21,000
20,000
18,500
17,000
12,000
9,000
8,500
1,100

Note. $n = 14$.

Table 12

Working Titles of Chief Student Affairs Officers

<u>Title</u>	<u>n</u>	<u>%</u>
Vice President for Student Affairs	12	80.0
Vice President of Student Services	0	0.0
Vice President for Enrollment & Student Affairs	2	13.3
Vice President for Student Affairs & Enrollment Management and Title IX Coordinator	1	6.7
Dean of Students	0	0.0
Totals ($n = 15$)	15	

Table 13

Chief Student Affairs Officers with Dual Role as Dean of Students

<u>Dual Role</u>	<u>n</u>	<u>%</u>
Yes	0	0.0
No	15	100.0
Totals (<i>n</i> = 15)	15	

Table 14

Reporting Relationship of Chief Student Affairs Officers

<u>Supervisor</u>	<u>n</u>	<u>%</u>
President	16	100.0
Provost	0	0.0
Totals (<i>n</i> = 16)	16	

Years in current CSAO position, years at present institution, years in the profession, and age first appointed as CSAO. As Table 15 shows, the majority (87.5%) of CSAOs have served in their current CSAO position for less than 5 years. Two respondents report occupying their current CSAO position for less than 1 year, five report having served for just over 1 year, and four CSAOs have served just over 2 years. One respondent has served in his or her current CSAO position for 9 years, while the longest continuously serving CSAO has occupied his or her current position for 14 years. On average, CSAOs have served in their current position for 2.8 years with a standard deviation of 3.5 years.

The data displayed in Table 16 reveals the majority (56.3%) of CSAOs have served their present institution, regardless of title or position, for less than 5 years. Two respondents report having served their institution for less than 1 year, one reports having served for just over 1 year, and three report having served for just over 2 years. Two (12.5%) have served their present institution, in any capacity, for 5 to 9.9 years. Five (31.5%) respondents served their present institution, in any capacity, for more than

10 years. The most years served by a respondent to their present institution, in any capacity, is 30, followed by 25 years, 20 years, and 15 years. On average, respondents have served their present institution, in any capacity, for 8.7 years with a standard deviation of 9.4 years.

The majority (86.7%) of CSAOs have served in the student affairs profession for more than 20 years. As reflected in Table 17, two (13.3%) respondents have served in the profession for less than 20 years. The number of years served in the profession range from 1 to 39 years. On average, CSAOs have served in the student affairs profession for 27 years with a standard deviation of 9.6 years.

As demonstrated in Table 18, the greatest number of respondents (46.7%) were first appointed to a CSAO position, at any institution, between the age of 45 to 49.9 years. The average age to receive a first CSAO appointment is 45.3 with a standard deviation of 5.7 years. The respondent appointed to a CSAO position at the youngest age was 34, while the eldest first CSAO appointment was age 56.

Table 15

Number of Years in Current CSAO Position

<u>Years</u>	<u>n</u>	<u>%</u>
Less than 5 years	14	87.5
5 years to 9.9 years	1	6.3
10 years or more	1	6.3
Totals (<i>n</i> = 15)	16	

Table 16

Number of Years at Present Institution in Any Capacity

<u>Years</u>	<u>n</u>	<u>%</u>
Less than 5 years	9	56.3
5 years to 9.9 years	2	12.5
10 years to 14.9 years	1	6.3

(continued)

<u>Years</u>	<u>n</u>	<u>%</u>
15 years to 19.9 years	1	6.3
20 years to 24.9 years	1	6.3
25 years to 29.9 years	1	6.3
30 years or more	1	6.3
Totals (<i>n</i> = 16)	16	

Table 17

Number of Years in the Student Affairs Profession

<u>Years</u>	<u>n</u>	<u>%</u>
Less than 10 years	1	6.7
10 years to 19.9 years	1	6.7
20 years to 29.9 years	7	46.7
30 years or more	6	40.0
Totals (<i>n</i> = 15)	15	

Table 18

Age First Appointed to a CSAO Position

<u>Age</u>	<u>n</u>	<u>%</u>
Under 40 years	3	20.0
40 years to 44.9 years	2	13.3
45 years to 49.9 years	7	46.7
50 years and older	3	20.0
Totals (<i>n</i> = 15)	15	

Previous four titles of CSAOs. Respondents were asked to provide the titles for the last four positions served prior to their current CSAO appointment. Of particular note, 93.3% of respondents previously held either an “associate vice president/ chancellor” or “assistant vice president/ chancellor” title. Six respondents (40%) held a director-level title as one of four of their most previous titles. Additionally, five respondents (33.3%) held the title of “vice president/ chancellor for student affairs” in their last position before the current CSAO appointment. Table 19 offers an aggregate depiction of each respondent’s four previous titles which points to career paths of the CSAOs.

Table 19

Previous Four Titles of CSAOs

<u>Last Position</u>	<u>Second Previous Position</u>	<u>Third Previous Position</u>	<u>Fourth Previous Position</u>
Assistant Vice President and Dean of Students	Assistant Vice President	Associate Dean of Students	Assistant Dean of Students
Associate to the President	Assistant Vice President for Student Affairs	Dean of Students	Associate Dean of Students
Associate Vice Chancellor for Student Life	Associate Vice Chancellor for Student Affairs	Assistant Vice Chancellor for Student Affairs	Public School Principal
Associate Vice President	Director of Student Life	Associate Director of Housing	Associate Director of Student Activities
Associate Vice President Academic Affairs	Academic Dean	Professor	
Associate Vice President for Enrollment	Vice Provost for Enrollment Services	Director of Student Affairs	Director of Financial Aid
Associate Vice President for Enrollment Management and Student Services	Director of Student Recruitment and High School Services	Admissions Counselor	Retention Coordinator
Associate Vice President for Student Affairs	Assistant Vice President for Student Affairs	Special Assistant to the Vice President for Student Affairs	
Associate Vice President, Student Academic Support Services	Associate Vice President for Enrollment Management Services	Senior Director, Centers for Learning and Academic Support Services	Director of Educational Opportunity Program and Student Support Services
Dean of Enrollment Management	Associate Vice Chancellor for Student Affairs	Assistant Vice Chancellor for Student Affairs	Director, Student Health Center
Vice Chancellor for Student Affairs and Associate Professor	Dean of Student Affairs	Dean of Students	Assistant Vice President for Student Affairs and Dean of Students
Vice President for Student Affairs	Associate Vice President for Student Affairs	Assistant Vice President for Student Affairs	Associate Dean
Vice President for Student Affairs	Vice President for Enrollment and Student Academic Services	Associate Vice President for Student Academic Services	Associate Dean of Student Affairs and Interim Director of Computing and Telecommunication Services
Vice President for Student Affairs	Associate Dean	Clinical Professor/ Director	
Vice President, Student Affairs	Assistant Vice President, Student Affairs	Director, Student Affairs System Office	Assistant Vice Chancellor, Student Affairs

Note. $n = 15$.

Academic rank and department. The majority of CSAOs (68.8%) do not hold academic rank. Of the five respondents with an academic rank, their appointments fall within the following departments; Applied and Advanced Studies in Education, Educational Leadership, School of Education, and Engineering. Table 20 demonstrates.

Table 20

Academic Rank of Chief Student Affairs Officers

<u>Rank</u>	<u>n</u>	<u>%</u>
Yes	5	31.3
No	11	68.8
Totals (<i>n</i> = 16)	16	

Personal Characteristics

Respondents were given a list of personal characteristics associated with CSAOs and asked to prescribe the degree of importance perceived for each attribute. The degrees were defined as “critical,” “very important,” “important,” “somewhat important,” and “not important.” Not one characteristic was rated “critical” by all 16 respondents. Table 21 demonstrates the degree of importance placed by respondents on personal characteristics of the CSAO.

Table 22 and 23 offer a rank order of personal characteristics as rated by respondents as either “critical” or “critical and very important.” The characteristics ranked among the top five as “critical” were “ethical behavior,” “interest in students,” “personal integrity,” “collegiality,” and “enthusiasm for job.” These characteristics remain constant when expanding the degree of importance to include “critical” and “very important.” As Blaine (1997) also found, “interest in students” is among the highest ranked characteristics, while “loyalty to students” is ranked sixth as a “critical” characteristic and ninth as “critical” and “very important.” While no personal

characteristic was rated “not important” by any respondent, the characteristic to receive the lowest rank as rated “critical” and “very important” by respondents was “sense of humor,” followed by “loyalty to campus” and “tolerance for ambiguity.” Open-ended space was also made available for respondents to include additional characteristics not captured on the pre-populated questionnaire. Respondents added the following characteristics; “capacity to lead change,” “emotional intelligence,” “honor diversity,” “systems-based analysis,” and “wellness.”

Figure 1 offers a comparative, descriptive graph to represent the data presented in Tables 22 and 23.

Table 21

Personal Characteristics Deemed Critical and Critical & Very Important by CSAOs

<u>Characteristics</u>	<u>Critical</u>		<u>Critical & Very Important</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Collegiality	12	75.0	16	100.0
Compassion	6	37.5	13	81.3
Enthusiasm for job	12	75.0	15	93.8
Ethical behavior	15	93.8	16	100.0
Impartiality	8	50.0	15	93.8
Interest in students	15	93.8	16	100.0
Loyalty to campus	8	50.0	12	75.0
Loyalty to students	10	62.5	14	87.5
Personal integrity	13	81.3	16	100.0
Political savvy	8	50.0	15	93.8
Self-confidence	7	43.8	15	93.8
Sense of humor	6	37.5	10	62.5
Tolerance for ambiguity	8	50.0	13	81.3

Note. $n = 16$.

Table 22

Rank Order of Personal Characteristics Deemed Critical by CSAOs

<u>Characteristics</u>	<u>Rank</u>	<u>Critical</u>	
		<u>n</u>	<u>%</u>
Ethical behavior	1	15	93.8
Interest in students	1	15	93.8
Personal integrity	3	13	81.3

(continued)

<u>Characteristics</u>	<u>Rank</u>	<u>Critical</u>	
		<u>n</u>	<u>%</u>
Collegiality	4	12	75.0
Enthusiasm for job	4	12	75.0
Loyalty to students	6	10	62.5
Impartiality	7	8	50.0
Loyalty to campus	7	8	50.0
Political savvy	7	8	50.0
Tolerance for ambiguity	7	8	50.0
Self-confidence	11	7	43.8
Compassion	12	6	37.5
Sense of humor	12	6	37.5

Note. $n = 16$.

Table 23

Rank Order of Personal Characteristics Deemed Critical & Very Important by CSAOs

<u>Characteristics</u>	<u>Rank</u>	<u>Critical & Very Important</u>	
		<u>n</u>	<u>%</u>
Collegiality	1	16	100.0
Ethical behavior	1	16	100.0
Interest in students	1	16	100.0
Personal integrity	1	16	100.0
Enthusiasm for job	5	15	93.8
Impartiality	5	15	93.8
Political savvy	5	15	93.8
Self-confidence	5	15	93.8
Loyalty to students	9	14	87.5
Compassion	10	13	81.3
Tolerance for ambiguity	10	13	81.3
Loyalty to campus	12	12	75.0
Sense of humor	13	10	62.5

Note. $n = 16$.

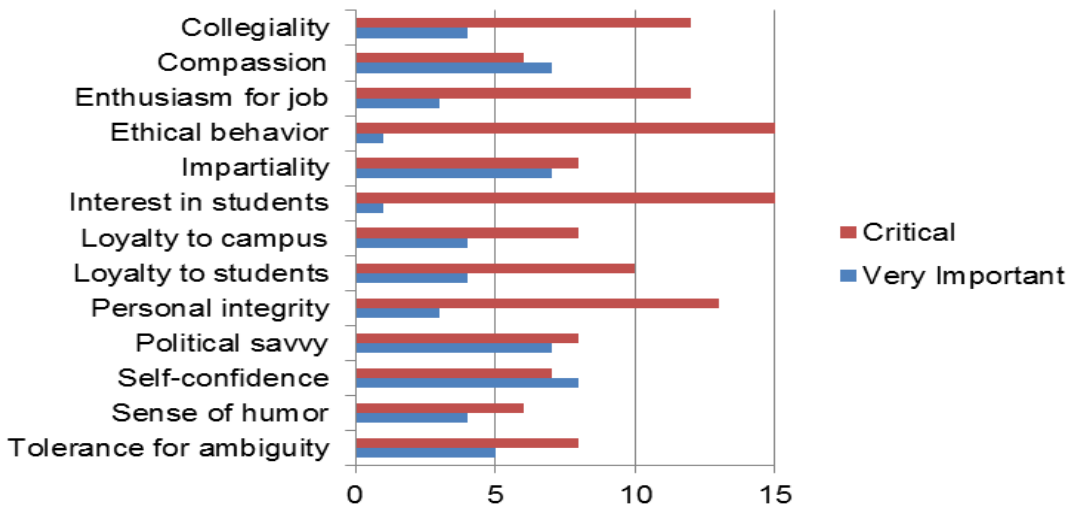


Figure 1. Personal characteristics of CSAOs deemed “critical” and “very important” by respondents.

Roles

Respondents were given a list of roles identified in the literature as being commonly associated with CSAOs and asked to indicate the degree of importance for each role. The degrees were defined as “critical,” “very important,” “important,” “somewhat important,” and “not important.” Not one role was rated “critical” by all 16 respondents. Table 24 demonstrates the degree of importance placed by respondents on CSAO roles.

Table 25 and 26 offer a rank order of roles as rated by respondents as either “critical” or “critical and very important.” The roles ranked among the top five as “critical” were “possess good communication skills,” “provide leadership to student affairs division,” “provide leadership to campus,” “ability to supervise personnel,” and “participate in campus budget process.” These roles remain constant when expanding the degree of importance to include “critical” and “very important.” However, “maintain contact with students” increases in rank from ninth as a “critical” role, to fifth when ranked as both “critical” and “very important.” Also of interesting note is that two roles

received ratings of “not important.” Two respondents rated “publish” as “not important” while one respondent rated “conduct research” as “not important.” The role to receive the lowest rank as rated “critical” and “very important” by respondents was “publish,” followed by “conduct research” and “advise students.” Open-ended space was also made available for respondents to include additional roles not captured on the pre-populated questionnaire. One respondent added “crisis management” to the pre-existing list of CSAO roles.

Figure 2 offers a comparative, descriptive graph to represent the data presented in Tables 25 and 26.

Table 24

Roles Deemed Critical and Critical & Very Important by CSAOs

<u>Roles</u>	Critical		Critical & Very Important	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Ability to manage fiscal resources	9	56.3	15	93.8
Ability to supervise personnel	10	62.5	15	93.8
Advance technology initiatives	1	6.3	8	50.0
Advise students	1	6.3	7	43.8
Conduct research	1	6.3	3	18.8
Develop vision and mission statements for the student affairs division	7	43.8	14	87.5
Engage in strategic planning for campus	9	56.3	13	81.3
Lead assessment strategies	2	12.5	11	68.8
Maintain contact with students	7	43.8	15	93.8
Maintain good relationships with other on-campus offices	9	56.3	14	87.5
Make professional presentations	2	12.5	8	50.0
Participate in campus budget process	10	62.5	16	100.0
Participate in fundraising opportunities	3	18.8	8	50.0
Possess good communication skills	12	75.0	16	100.0
Possess knowledge of current student affairs trends	7	43.8	15	93.8
Provide leadership to campus	11	68.8	16	100.0
Provide leadership to student affairs division	12	75.0	16	100.0

(continued)

<u>Roles</u>	Critical		Critical & Very Important	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Provide professional development opportunities for staff	4	25.0	12	75.0
Publish	0	0.0	2	12.5
Read professional literature	3	18.8	10	62.5

Note. $n = 16$.

Table 25

Rank Order of Roles Deemed Critical by CSAOs

<u>Roles</u>	<u>Rank</u>	Critical	
		<u>n</u>	<u>%</u>
Possess good communication skills	1	12	75.0
Provide leadership to student affairs division	1	12	75.0
Provide leadership to campus	3	11	68.8
Ability to supervise personnel	4	10	62.5
Participate in campus budget process	4	10	62.5
Ability to manage fiscal resources	6	9	56.3
Engage in strategic planning for campus	6	9	56.3
Maintain good relationships with other on-campus offices	6	9	56.3
Develop vision and mission statements for the student affairs division	9	7	43.8
Maintain contact with students	9	7	43.8
Possess knowledge of current student affairs trends	9	7	43.8
Provide professional development opportunities for staff	12	4	25.0
Participate in fundraising opportunities	13	3	18.8
Read professional literature	13	3	18.8
Lead assessment strategies	15	2	12.5
Make professional presentations	15	2	12.5
Advance technology initiatives	17	1	6.3
Advise students	17	1	6.3
Conduct research	17	1	6.3
Publish	20	0	0.0

Note. $n = 16$.

Table 26

Rank Order of Roles Deemed Critical & Very Important by CSAOs

<u>Roles</u>	<u>Rank</u>	<u>Critical & Very Important</u>	
		<u>n</u>	<u>%</u>
Participate in campus budget process	1	16	100.0
Possess good communication skills	1	16	100.0
Provide leadership to campus	1	16	100.0
Provide leadership to student affairs division	1	16	100.0
Ability to manage fiscal resources	5	15	93.8
Ability to supervise personnel	5	15	93.8
Maintain contact with students	5	15	93.8
Possess knowledge of current student affairs trends	5	15	93.8
Develop vision and mission statements for the student affairs division	9	14	87.5
Maintain good relationships with other on-campus offices	9	14	87.5
Engage in strategic planning for campus	11	13	81.3
Provide professional development opportunities for staff	12	12	75.0
Lead assessment strategies	13	11	68.8
Read professional literature	14	10	62.5
Advance technology initiatives	15	8	50.0
Make professional presentations	15	8	50.0
Participate in fundraising opportunities	15	8	50.0
Advise students	18	7	43.8
Conduct research	19	3	18.8
Publish	20	2	12.5

Note. $n = 16$.



Figure 2. Roles of CSAOs deemed “critical” and “very important” by respondents.

Functional Areas

Respondents were given a list of 38 functional areas identified in the literature as commonly supervised by CSAOs. The respondents were asked to indicate the functional areas for which they were responsible at their institution as demonstrated in Table 27. Table 28 offers a rank order of functions for which the CSU CSAOs are responsible. The results reveal that all respondents (100%) are responsible for four functions, including “Career Services,” “Counseling,” “Student Activities,” and “Student Judicial Affairs.” While the next most common functional area that 15 of 16 responding

CSAOs (93.8%) are responsible, include “Alcohol and Other Drug Services,” “Dean of Students Office,” “Disability Services,” and “Greek Life.”

The functional areas CSAOs are least likely to be responsible for include “Religious Life (Chaplain/ Campus Ministries)” and “Student Media (Publications)” as only one respondent (6.3%) each reported oversight for these two areas. With only two respondents (12.5%) reporting responsibility, “Adult Learning Services,” “International Student Services,” “Public Safety (Campus Police),” and “Study Abroad” are the next least likely functions for which CSAOs have administrative oversight. Open-ended space was also made available for respondents to include additional functions not captured on the pre-populated questionnaire. Respondents added the following functional areas; “Academic Support Services,” “Equity Programs,” “Language Learning Center,” “Math Lab,” “Outreach,” “Parent & Family Programs,” “Proficiency Services,” “Student Affairs Advancement,” “Student Affairs Assessment and Research,” “Student Affairs Marketing & Communications,” “Title IX,” “University Commencement,” and “Writing Center.”

Figure 3 offers a comparative, descriptive graph to represent the data presented in Table 27.

Table 27

Functional Areas Supervised by CSAOs

<u>Areas</u>	<u>n</u>	<u>%</u>
Academic Advising	9	56.3
Admissions (Enrollment)	10	62.5
Adult Learning Services	2	12.5
Alcohol and Other Drug Services	15	93.8
Athletics	7	43.8
Bookstore	4	25.0
Campus Recreation (Intramurals)	12	75.0
Career Services	16	100.0

(continued)

<u>Areas</u>	<u>n</u>	<u>%</u>
Child Care Center	9	56.3
Civic Engagement (Volunteer Center)	9	56.3
Commuter Student Services	6	37.5
Counseling	16	100.0
Dean of Students Office	14	87.5
Dining Services	5	31.3
Disability Services	15	93.8
Financial Aid	12	75.0
First Year Programs (Freshman/ New Student)	7	43.8
Greek Life	15	93.8
Housing Administration	12	75.0
Health Services	14	87.5
International Student Services	2	12.5
LGBT Center	12	75.0
Multicultural Affairs	13	81.3
Orientation	13	81.3
Public Safety (Campus Police)	2	12.5
Registrar (Student Records)	10	62.5
Religious Life (Chaplain/ Campus Ministries)	1	6.3
Residential Life	14	87.5
Study Abroad	2	12.5
Student Activities	16	100.0
Student Employment	9	56.3
Student Government	13	81.3
Student Judicial Affairs	16	100.0
Student Media (Publications)	1	6.3
Student Support Services (federally funded programs)	14	87.5
Student Union	14	87.5
Veterans Affairs	14	87.5
Women's Center	12	75.0

Note. $n = 16$.

Table 28

Rank Order of Functional Areas Supervised by CSAOs

<u>Areas</u>	<u>Rank</u>	<u>n</u>	<u>%</u>
Career Services	1	16	100.0
Counseling	1	16	100.0
Student Activities	1	16	100.0
Student Judicial Affairs	1	16	100.0
Alcohol and Other Drug Services	5	15	93.8

(continued)

<u>Areas</u>	<u>Rank</u>	<u>n</u>	<u>%</u>
Disability Services	5	15	93.8
Greek Life	5	15	93.8
Dean of Students Office	8	14	87.5
Health Services	8	14	87.5
Residential Life	8	14	87.5
Student Support Services (federally funded programs)	8	14	87.5
Student Union	8	14	87.5
Veterans Affairs	8	14	87.5
Multicultural Affairs	14	13	81.3
Orientation	14	13	81.3
Student Government	14	13	81.3
Campus Recreation (Intramurals)	17	12	75.0
Financial Aid	17	12	75.0
Housing Administration	17	12	75.0
LGBT Center	17	12	75.0
Women's Center	17	12	75.0
Admissions (Enrollment)	22	10	62.5
Registrar (Student Records)	22	10	62.5
Academic Advising	24	9	56.3
Child Care Center	24	9	56.3
Civic Engagement (Volunteer Center)	24	9	56.3
Student Employment	24	9	56.3
Athletics	28	7	43.8
First Year Programs (Freshman/ New Student)	28	7	43.8
Commuter Student Services	30	6	37.5
Dining Services	31	5	31.3
Bookstore	32	4	25.0
Adult Learning Services	33	2	12.5
International Student Services	33	2	12.5
Public Safety (Campus Police)	33	2	12.5
Study Abroad	33	2	12.5
Religious Life (Chaplain/ Campus Ministries)	37	1	6.3
Student Media (Publications)	37	1	6.3

Note. $n = 16$.

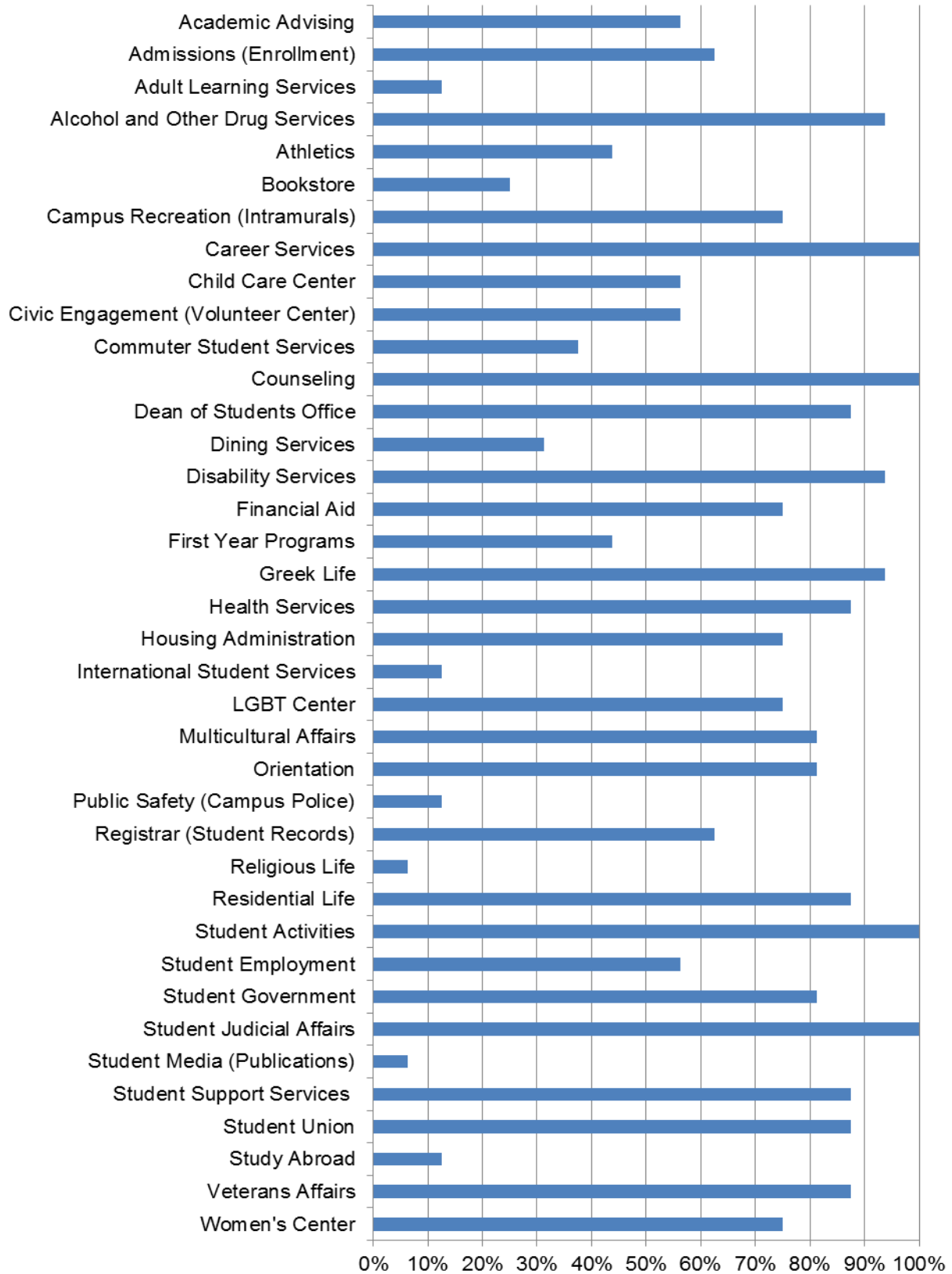


Figure 3. Functional Areas of the CSAOs.

Career Patterns

Respondents were given a list of factors and asked to prescribe their level of agreement with how those factors affected their promotion to CSAO. The levels were defined as “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” and “strongly disagree.” Not one factor was rated “strongly agree” by all 16 respondents or even by 15 of the 16 respondents. Table 29 demonstrates how respondents rated factors resulting in their succession to the CSAO position.

Table 30 and 31 offer a rank order of the CSAOs’ perception of succession factors which led to their promotion as rated “strongly agree” or “strongly agree and agree.” The promotion factors ranked among the top three as “strongly agree” were “maintained personal integrity” (87.5%), followed by “possessed ten years or more of experience in student affairs,” and “provided leadership to student affairs” (81.3%). Yet, when combining “strong agree” with “agree,” the top factors shift to “ability to supervise personnel,” “developed self-confidence,” “maintained good relations with other offices on campus,” “maintained personal integrity,” “possession of good communication skills,” and “possession of good organization skills” with all five previous factors receiving a 100% response rate.

The factors to receive the lowest rank as rated “strongly agree” and “agree” by respondents were “published” and “conducted research” (25%). Open-ended space was also made available for respondents to include additional promotion factors not captured on the pre-populated questionnaire. Respondents added the following factors; “degree of match between personal values and institutional goals” and “who the CEO (chancellor/president) was.”

Figure 4 offers a comparative, descriptive graph to represent the data presented in Tables 30 and 31.

Table 29

Succession Factors of CSAOs

<u>Factors</u>	Strongly Agree		Strongly Agree & Agree	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Ability to manage fiscal resources	6	37.5	15	93.8
Ability to supervise personnel	11	68.8	16	100.0
Conducted research	2	12.5	4	25.0
Developed self-confidence	9	56.3	16	100.0
Developed sense of humor	5	31.3	11	68.8
Fundraising experience	3	18.8	8	50.0
Involvement in professional associations	6	37.5	8	50.0
Maintained good relations with other offices on campus	11	68.8	16	100.0
Maintained personal integrity	14	87.5	16	100.0
Possessed ten years or more of experience in student affairs	13	81.3	14	87.5
Possession of a Doctorate Degree	11	68.8	13	81.3
Possession of a Master's Degree	5	31.3	10	62.5
Possession of good communication skills	11	68.8	16	100.0
Possession of good organization skills	10	62.5	16	100.0
Provided leadership to student affairs	13	81.3	15	93.8
Provided professional development opportunities for staff	6	37.5	11	68.8
Published	2	12.5	4	25.0
Quality of professional references	9	56.3	13	81.3
Read professional literature	3	18.8	8	50.0

Note. $n = 16$.

Table 30

Rank Order of Succession Factors Deemed Most Important by CSAOs

<u>Factors</u>	<u>Rank</u>	Strongly Agree	
		<u>n</u>	<u>%</u>
Maintained personal integrity	1	14	87.5
Possessed ten years or more of experience in student affairs	2	13	81.3
Provided leadership to student affairs	2	13	81.3
Ability to supervise personnel	4	11	68.8

(continued)

<u>Factors</u>	<u>Rank</u>	Strongly Agree	
		<u>n</u>	<u>%</u>
Maintained good relations with other offices on campus	4	11	68.8
Possession of a Doctorate Degree	4	11	68.8
Possession of good communication skills	4	11	68.8
Possession of good organization skills	8	10	62.5
Developed self-confidence	9	9	56.3
Quality of professional references	9	9	56.3
Ability to manage fiscal resources	11	6	37.5
Involvement in professional associations	11	6	37.5
Provided professional development opportunities for staff	11	6	37.5
Developed sense of humor	14	5	31.3
Possession of a Master's Degree	15	5	31.3
Fundraising experience	16	3	18.8
Read professional literature	16	3	18.8
Conducted research	18	2	12.5
Published	18	2	12.5

Note. $n = 16$.

Table 31

Rank Order of Succession Factors Deemed Important by CSAOs

<u>Factors</u>	<u>Rank</u>	Strongly Agree & Agree	
		<u>n</u>	<u>%</u>
Ability to supervise personnel	1	16	100.0
Developed self-confidence	1	16	100.0
Maintained good relations with other offices on campus	1	16	100.0
Maintained personal integrity	1	16	100.0
Possession of good communication skills	1	16	100.0
Possession of good organization skills	1	16	100.0
Ability to manage fiscal resources	7	15	93.8
Provided leadership to student affairs	7	15	93.8
Possessed ten years or more of experience in student affairs	9	14	87.5
Possession of a Doctorate Degree	10	13	81.3
Quality of professional references	10	13	81.3
Developed sense of humor	12	11	68.8
Provided professional development opportunities for staff	12	11	68.8

(continued)

<u>Factors</u>	<u>Rank</u>	<u>Strongly Agree & Agree</u>	
		<u>n</u>	<u>%</u>
Possession of a Master's Degree	14	10	62.5
Fundraising experience	15	8	50.0
Involvement in professional associations	15	8	50.0
Read professional literature	15	8	50.0
Conducted research	18	4	25.0
Published	18	4	25.0

Note. $n = 16$.

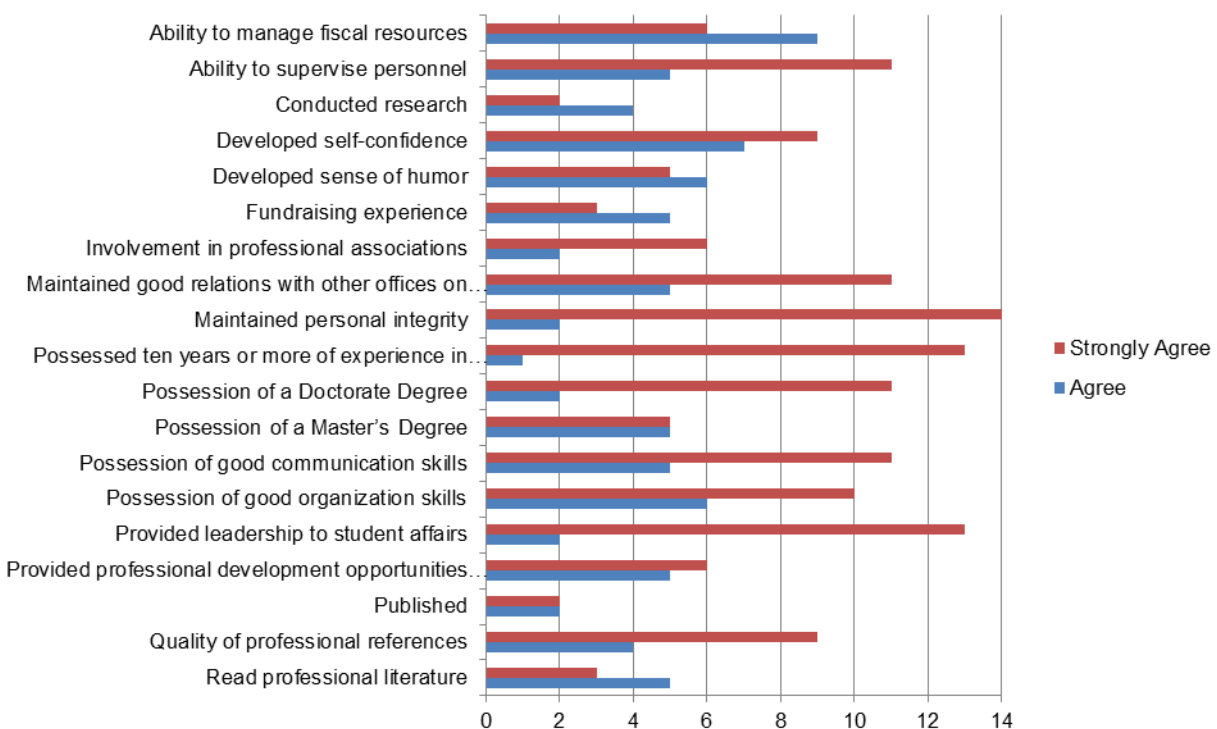


Figure 4. Succession factors of CSAOs deemed important by respondents.

Leadership Styles

Respondents were given a list of five leadership styles identified in the literature and asked to prescribe the degree of importance perceived for each style when leading their subordinate staff. The degrees were defined as “critical,” “very important,” “important,” “somewhat important,” and “not important.” Not one leadership style was

rated “critical” by all 16 respondents. Table 32 demonstrates the degree of importance placed by respondents on leadership styles of the CSAO.

Table 33 and 34 offer a rank order of leadership styles as rated by respondents as either “critical” or “critical and very important.” The top ranked leadership style rated “critical” was “Enabling Others to Act.” However, when reviewing the ratings of “critical” and “very important” together, the top ranked leadership style shifts to “Inspiring a Shared Vision.” When compared to Kouzes and Posner’s (2002) Five Practices of Exemplary Leaders, the leadership styles of the CSU CSAOs when leading their subordinate staff would be applied as follows: (a) Enabling Others to Act; (b) Inspiring a Shared Vision; (c) Modeling the Way; (d) Encouraging the Heart; and (e) Challenging the Process.

Figure 5 offers a comparative, descriptive graph to represent the data presented in Tables 33 and 34.

Table 32

Leadership Styles Deemed Critical and Critical & Very Important by CSAOs

<u>Leadership Styles</u>	<u>Critical</u>		<u>Critical & Very Important</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Lead by example because actions speak louder than words.	10	62.5	15	93.8
Inspire others, both individually and collectively, toward the realization of a shared vision.	12	75.0	16	100.0
By challenging the process, status quo, and routine, new opportunities await.	5	31.3	11	68.8
By creating an atmosphere of trust, collaborations are fostered and staff are empowered to act.	14	87.5	15	93.8
Offer praise when praise is due and publicly celebrate individual and team accomplishments.	8	50.0	15	93.8

Note. $n = 16$.

Table 33

Rank Order of Leadership Styles Deemed Critical by CSAOs

<u>Leadership Styles</u>	<u>Rank</u>	<u>Critical</u>	
		<u>n</u>	<u>%</u>
By creating an atmosphere of trust, collaborations are fostered and staff are empowered to act.	1	14	87.5
Inspire others, both individually and collectively, toward the realization of a shared vision.	2	12	75.0
Lead by example because actions speak louder than words.	3	10	62.5
Offer praise when praise is due and publicly celebrate individual and team accomplishments.	4	8	50.0
By challenging the process, status quo, and routine, new opportunities await.	5	5	31.3

Note. $n = 16$.

Table 34

Rank Order of Leadership Styles Deemed Critical and Critical & Very Important by CSAOs

<u>Leadership Styles</u>	<u>Rank</u>	<u>Critical & Very Important</u>	
		<u>n</u>	<u>%</u>
Inspire others, both individually and collectively, toward the realization of a shared vision.	1	16	100.0
Lead by example because actions speak louder than words.	2	15	93.8
By creating an atmosphere of trust, collaborations are fostered and staff are empowered to act.	2	15	93.8
Offer praise when praise is due and publicly celebrate individual and team accomplishments.	2	15	93.8
By challenging the process, status quo, and routine, new opportunities await.	5	11	68.8

Note. $n = 16$.

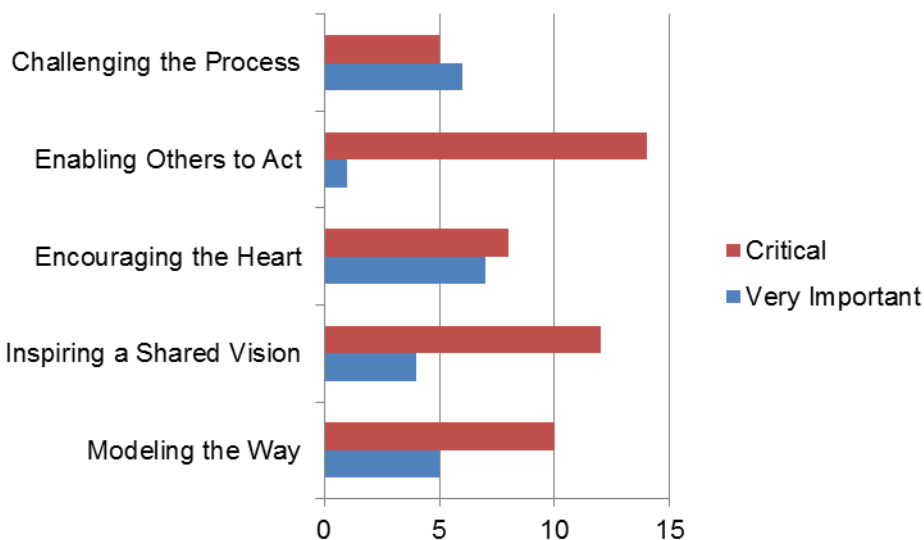


Figure 5. Leadership styles of CSAOs when leading subordinate staff.

Summary of Findings

A summary of findings is arranged to address each of the five research questions pertaining to characteristics, roles, functional areas, career pattern, and leadership style.

Research question 1. What are the current characteristics of the chief student affairs officers of the California State University system? The CSU CSAO is likely to be male, from a diverse ethnic background, and between the ages of 50-59. The CSAO is also likely to possess a doctorate in the field of educational leadership or administration. On average, the CSU CSAO serves 19,650 students, reports to the president, and operates with the title of vice president for student affairs. No CSAOs serve a dual role as dean of students. The CSAO has served in their current position for less than 5 years and has also served their present institution for less than 5 years. The majority of CSAOs have been in the student affairs profession for more than 20 years and were first appointed to a CSAO position, at any institution, between the age of 45 to 49.9 years. Most CSAOs held either an “associate vice president/ chancellor” or “assistant

vice president/ chancellor” title before promoting to CSAO. While most CSAOs do not hold academic rank, those that do typically teach in the field of education.

The respondents were also asked to assess their level of agreement with 13 statements regarding the personal characteristics of CSAOs. The top five characteristics ranked “critical” were “ethical behavior,” “interest in students,” “personal integrity,” “collegiality,” and “enthusiasm for job.” These characteristics remain constant when expanding the degree of importance to include “critical” and “very important.” None of the characteristics were ranked “not important” by respondents.

Research question 2. What are the roles of the CSU chief student affairs officers? The respondents were provided with a list of 19 roles identified as being commonly associated with the work of CSAOs and asked to assess the degree of importance for each statement. The five roles ranked as “critical” were “possess good communication skills,” “provide leadership to student affairs division,” “provide leadership to campus,” “ability to supervise personnel,” and “participate in campus budget process.” These roles remain constant when expanding the degree of importance to include “critical” and “very important.” The role to receive the lowest rank as rated “critical” and “very important” by respondents was “publish,” followed by “conduct research.”

Research question 3. What are the functional areas of the CSU chief student affairs officers? Respondents were presented with a list of 38 functional areas commonly supervised by CSAOs and asked to select all functions for which they were responsible. The results reveal all respondents (100%) are responsible for four functions, including “Career Services,” “Counseling,” “Student Activities,” and “Student

Judicial Affairs.” While the next most common functional area that 15 of 16 responding CSAOs (93.8%) are responsible, include “Alcohol and Other Drug Services,” “Dean of Students Office,” “Disability Services,” and “Greek Life.” Conversely, chief student affairs officers are least likely to be responsible for “Religious Life (Chaplain/ Campus Ministries)” and “Student Media (Publications)” (6.3%), followed by “Adult Learning Services,” “International Student Services,” “Public Safety (Campus Police),” and “Study Abroad” (12.5%).

Research questions 4. What are the career patterns of the chief student affairs officers in the California State University system? Respondents were presented with 19 statements and asked to rate their level of agreement with how each factor affected their promotion to the CSAO position. Not one factor was rated “strongly agree” by all 16 respondents or even by 15 of the 16 respondents. However, the promotion factors ranked among the top three as “strongly agree” were “maintained personal integrity” (87.5%), followed by “possessed ten years or more of experience in student affairs,” and “provided leadership to student affairs” (81.3%). Yet, when combining “strong agree” with “agree,” the top factors shift to “ability to supervise personnel,” “developed self-confidence,” “maintained good relations with other offices on campus,” “maintained personal integrity,” “possession of good communication skills,” and “possession of good organization skills” with all five previous factors receiving a 100% response rate. The factors to receive the lowest rank as rated “strongly agree” and “agree” by respondents were “published” and “conducted research” (25%).

Research question 5. What leadership style do CSU chief student affairs officers perceive to be the most effective for their position? Respondents were given a

list of five leadership styles and asked to rate the degree of importance for each style when leading their subordinate staff. Not one leadership style was rated “critical” by all 16 respondents. The top ranked leadership style rated “critical” was “by creating an atmosphere of trust, collaborations are fostered and staff are empowered to act.” However, when comparing the ratings of “critical” and “very important” together, the top ranked leadership style shifts to “inspire others, both individually and collectively, toward the realization of a shared vision.” The leadership styles of the CSAOs when leading their subordinate staff are utilized in the following order: (a) Enabling Others to Act; (b) Inspiring a Shared Vision; (c) Modeling the Way; (d) Encouraging the Heart; and (e) Challenging the Process.

Summary

This chapter presented the results of the data collection efforts, which included a 20 item web-based questionnaire sent to the 23 chief student affairs officers of the California State University system. Findings were based on statistical analysis performed for this quantitative study, comprising descriptive and inferential statistics using means, frequencies, and percentages. Data reported by respondents was presented comparatively using figures and tables, and descriptively using graphs. The purpose of result interpretation is to answer the research questions while results were summarized both in total as well as compared and contrasted according to stratification categories. The chapter was organized to address each of the five research questions regarding characteristics, roles, functional areas, career patterns, and leadership styles of the CSAOs. The following chapter will summarize this study while offering

observations, implications, conclusions, and recommendations for practical application and further research.

Chapter 5. Conclusions and Recommendations

Introduction

This chapter offers a final summary of the study including observations, implications, conclusions, and recommendations for practical application and further research. The purpose of this quantitative study was to establish a current profile of the chief student affairs officers of the 23 campuses that comprise the California State University system using survey technique. This study provides contemporary descriptive data on CSAO (a) demographics and characteristics; (b) roles; (c) functions; (d) career patterns; and (e) leadership styles. The data was obtained using a 20 item questionnaire, which was adapted from Blaine's (1997) survey and modified after a thorough review of the literature (Appendix D). The survey was also evaluated by an expert panel of judges in the field of student affairs administration, which verified the validity and reliability of the data collection tool (Appendix G). The survey was designed to address each of the five research questions, which include: (a) What are the current characteristics of the CSAO?; (b) What are the roles of the CSAO?; (c) What are the functional areas of the CSAO?; (d) What are the career patterns of the CSAO?; and (e) What leadership style do CSAOs perceive to be the most effective for their position?

The 20 items on the questionnaire were of three types (a) check which applies; (b) fill in the blank; and (c) two types of five-point Likert scales. The survey instrument called for information classifying age, gender, ethnicity, level of degree attainment, reporting relationship, and current official title of the respondent. The questionnaire also requested information relating to the current enrollment of the respondent's campus, age the respondent was first appointed CSAO at any institution, number of years

employed by the respondent's current campus, number of years working within the student affairs field, and number of years in current position as CSAO.

The two Likert scales were based on a five-point, descending scale. The first scale called upon respondents to rate the degree of importance placed on each statement. The scale included the following options, in descending order (a) Critical; (b) Very Important; (c) Important; (d) Somewhat Important; or (e) Not Important. The previous statements were developed to identify personal characteristics, roles, and leadership styles of the CSU CSAO. The second Likert scale requested the opinion of the respondents representing the level of agreement or disagreement with a statement. The descending scale included the following options (a) Strongly Agree; (b) Agree; (c) Neither Agree nor Disagree; (d) Disagree; or (e) Strongly Disagree. The previous statements were developed to identify the career patterns of the CSU CSAO.

The survey was distributed by electronic mail to all 23 CSAOs in the CSU system during the 2014-2015 academic year. The sample for this study is the same as the population of this study. There were 16 respondents to the questionnaire. With more than 436,000 students and 44,000 faculty and staff, the California State University system is the largest university in the United States, making the CSU a significant employer of student affairs professionals (CSU, 2014). This contemporary profile of the CSU CSAO may be valuable to graduate students and entry-level student affairs professionals as they chart a career course. The study may also be of value to presidents in the design of position descriptions and organizational structures as well as the recruitment of CSAOs. CSAOs may also find significance in this study as they look

to organize the division of student affairs and in applying effective leadership styles when leading the student affairs division.

Connection to the Literature

Previous studies were presented and reviewed in chapter four of this study. Commonalities were identified as well as differences contrasted in the areas of CSAO characteristics, roles, functional areas, career patterns, and leadership styles. A review of the literature presented opportunities to modify and build upon Blaine's (1997) data collection instrument, which was used for the research conducted and reported in this study. The studies most relevant to this research are presented below.

Characteristics. Brooks and Avila (1973, 1974) found CSAOs (a) male (85%); (b) 42 years old; (c) Caucasian (96%), while 1% were representative of African American, Asian, Hispanic, and Native American populations; (d) possessed a doctorate; (e) majored in counseling and guidance (28%), educational administration (13%), education (11%), and psychology (10%); (f) maintained the title dean of students (49%) with only 20% using vice president or vice chancellor of student affairs; (g) reported to the president (81%); and (h) occupied the position for an average of 4.25 years.

Blaine's (1997) study found CSU CSAOs were (a) male (74%); (b) 52.3 years old; (c) Caucasian (37%), African American (26%), Hispanic (16%), Asian/ Pacific Islander (11%), and 5% representative of other ethnicities; (d) held a doctorate (89.5%); (e) majored in Higher Education Administration (25%), Education/ Counseling Psychology (18.75%), and Psychology (12.5%); (f) oversaw a student enrollment of 15,704; (g) maintained the title vice president for student affairs (74%), followed by vice

president for student services (10.5%), and dean of students (5.26%); (h) reported to the president (94.74%); (i) served in their current CSAO position for 8.2 years; (j) served their current institution for 13.3 years; (k) served in the student affairs profession for 22.4 years; (l) first appointed to a CSAO position at age 42; (m) had previously served at the director-level in a student affairs unit; (n) 31.6% held academic rank with 50% in the education department. Blaine also discovered the five most important characteristics of the CSAO to be (a) personal integrity; (b) interest in students; (c) ethical behavior; (d) enthusiasm for job; and (e) loyalty to campus.

Wesaw and Sponsler (2014) conducted the most extensive and recent research. Their study revealed CSAOs to be (a) male (51%) and female (49%); (b) ages 50-59; (c) white (76.5%), followed by black (13.8%), Hispanic (6.89%), and Asian (1.45%); (d) possessed a doctorate (56%); (e) majored in higher education (75%); (f) held the title of vice president (48%), dean (20%), or vice president and dean (13%); and (g) reported to the president (72%). Wesaw and Sponsler (2014) also found 34% of CSAOs had served a single institution for the majority of their careers, 35% had changed institutions one to two times, 22% changed institutions three or more times, and 4% reported shifting in and out of positions within the field of higher education. Further, 48% were promoted to CSAO from within their current institution, 26% promoted to CSAO from an external institution, 22% experienced a lateral move as CSAO from an external institution, and 4% of CSAOs held positions outside higher education.

Roles. Lilley (1973) found 10 essential roles in the execution of CSAO responsibilities, including (a) chief administrator; (b) policy formation affecting students; (c) determining objectives; (d) preparing budgets; (e) recruiting staff; (f) non-academic

discipline; (g) advising student government; (h) serving as liaison between students and faculty; (i) interpreting policy for student comprehension; and (j) advising faculty on the needs of students. More than 40 years later, Wesaw and Sponsler (2014) found CSAO roles had shifted to (a) administration; (b) personnel management; (c) direct interaction with students; (d) crisis management; (e) strategic planning; (f) finance; and (g) public relations.

Blaine (1997) revealed that CSU CSAOs found the following five roles as most critical: (a) provide leadership to student affairs division; (b) possess good organization skills; (c) maintain good relations with other offices; (d) possess good communication skills; and (e) participate in campus budget process. The CSU CSAOs also ranked the following five roles as both critical and very important: (a) provide leadership to student affairs division; (b) participate in campus budget process; (c) provide leadership to campus; (d) ability to manage fiscal resources; and (e) ability to supervise personnel.

Functional areas. Since the appointment of the first chief student affairs officer in 1890, occupants were initially charged with student discipline, counseling, student supervision, housing, facilities, advising student organizations, career guidance, health, and social programs (Dinniman, 1977). Almost 125 years later, Wesaw and Sponsler (2014) identified an exhaustive list of 39 functional areas which can be found under the purview of the CSAO. The top 10 functional areas include (a) campus activities; (b) student conduct/ case management (behavioral); (c) counseling services; (d) orientation; (e) student affairs assessment; (f) career services; (g) student conduct/ academic integrity; (h) wellness programs; (i) disability support services; and (j) on-campus housing.

Blaine's (1997) research offered a thorough listing of 28 functional areas under the CSU CSAO's oversight, with the top 10 being (a) counseling; (b) Greek affairs; (c) health services; (d) student activities; (e) student government; (f) career planning; (g) disability student services; (h) housing administration; (i) child care; and (j) residential life.

Career patterns. Kinnick and Bollheimer (1984) reported that university presidents perceived the most important element to the success of the CSAO to be the development and maintenance of the relationship with these two positions. The presidents also responded that CSAOs needed professional development in (a) discussion with student affairs staff, administration, faculty, and institution; (b) attending professional workshops, institutes, or seminars; (c) discussion with students; (d) attend regional meetings on student affairs/ higher education; (e) reading professional reports, books, and journals; (f) attending national conferences on student affairs/ higher education; and (g) taking additional relevant courses.

Lunsford's (1984) study found CSAOs perceived the following factors to be most important in their advancement to the CSAO position: (a) length and variety of job experience; (b) last job experience; (c) quality and strength of references; (d) degrees earned; and (e) professional and personal networks. However, Blaine's (1997) research on the CSU CSAOs reported the top five factors as (a) possession of good organization skills; (b) maintained personal integrity; (c) maintained and developed good relations with other offices; (d) provide leadership to student affairs; and (e) possession of good communication skills.

Leadership styles. The results of Rozeboom's (2008) study are nearly identical to Goldstein's (2007) research. CSAOs ranked their leadership styles in the following order of importance: (a) Enabling Others to Act; (b) Modeling the Way; (c) Encouraging the Heart; (d) Challenging the Process; and (e) Inspiring a Shared Vision.

Observations and Implications

The following observations and their implications are offered based on the findings of this study and its connection to the literature.

Blaine's (1997) research found 73.7% of CSU CSAOs were male. Nearly 18 years later, the findings of this research reveal the percentage has decreased 17.4%. Currently, 56.3% of CSU CSAO respondents are male, which would imply that CSAO gender disparity is declining and gender representation becoming more equitable. Blaine (1997) also reported 36.8% of CSU CSAOs to be Caucasian, 23.3% African American, and 15.8% Hispanic. The findings of this research report 37.5% of CSU CSAOs to be Hispanic, 31.3% Caucasian, and 25% African American. This research on CSAO ethnicity would imply that the CSU system is recruiting and employing a more diverse chief student affairs officer. Regarding the age of the CSU CSAO, the results of Blaine's (1997) research found the mean age to 52.3 years while the findings of this study report the average age to be between the ages of 50-59 years. This would imply the average age of the CSU CSAO to be comparable. Moreover, Blaine (1997) found 89.5% of CSU CSAOs possessed a doctorate, compared to 86.7% reported in this study, which would imply that it is equally important that the current CSU CSAO hold an earned doctorate. However, the results of this research compared to Blaine's (1997) show a significant increase in the percentage of CSU CSAOs who majored in an

educational leadership or higher education field, which would imply that the CSAO position requires more specialized academic preparation.

An additional observation is the increase in the average number of students served by the CSU CSAO. Blaine (1997) reported the average number of students to be 15,704 versus 19,650 reported in this study. This would indicate that the average number of students served by the CSU CSAO has increased by 3,946 as well as the CSAO's workload. As Blaine (1997) reported, the CSU CSAO continues to report to the president and operates with the vice president for student affairs title. Similar to Blaine's (1997) study, the majority of CSU CSAOs do not hold academic rank, while those who do, teach in the field of education. Blaine (1997) also observed that the CSU CSAO was likely to have served at the director or associate dean level prior to becoming the CSAO. This research found the CSU CSAO is most likely (93.3%) to have previously served as either an "associate vice president/ chancellor" or "assistant vice president/ chancellor" which would imply more senior-level experience is expected prior to becoming the chief student affairs officer. However, six (40%) of the 15 respondents had also held a director-level position in a student affairs functional areas as one of four of their most previous titles.

Blaine (1997) reported the CSU CSAO had served in their current position for 8.2 years, while the results of this research find the majority (87.5%) have served for less than 5 years. Blaine (1997) also reported CSU CSAOs had served their institution, in any capacity, for 13.3 years, while this research reveals the majority (56.3%) have served their present institution, regardless of position, for less than 5 years. Blaine (1997) observed the results of his study would indicate the CSAO had been promoted

from within their CSU campus. The findings of this study show the tenure of the CSU CSAO to be shorter, and therefore, more likely to be an external appointee. Similar to Blaine's (1997) research, this study also finds a majority (86.7%) of CSU CSAOs had served in the student affairs profession for more than 20 years. However, Blaine (1997) reported the CSU CSAOs received their first CSAO appointment at the age of 42 years, while this research shows current CSU CSAOs received their first CSAO appointment at the age of 45.3 years. This 3.3 year age increase would imply that current CSU CSAOs are appointed at a slightly later age.

Another observation is four of the five most critical characteristics of the CSU CSAO reported by Blaine (1997) were reaffirmed in this study. Those four characteristics are "ethical behavior," "interest in students," "personal integrity," and "enthusiasm for job." While "collegiality" was one of five critical characteristics in this study, "impartiality" was reported among the top five by Blaine (1997). A similar occurrence emerged from both studies regarding the roles of the CSU CSAO. Three of five top roles reported by Blaine (1997), which were also reported in this study are "possess good communication skills," "provide leadership to student affairs division," and "participate in campus budget process." While Blaine (1997) also reported "possess good organization skills" and "maintain good relations with other offices," this study finds "provide leadership to campus" and "ability to supervise personnel" among the top five CSAO roles. Also similar to Blaine's (1997) research, this study also finds "publish" and "conduct research" to be the least important of CSU CSAO roles.

This study reaffirms the most common functions of the CSAO as reported by Blaine (1997), which include "Career Services," "Counseling," "Student Activities,"

“Student Judicial Affairs,” “Disability Services,” and “Greek Life.” The two studies only diverge in that “health services” was found by Blaine (1997) to be a common function while this study finds the “Dean of Students Office” to be among the top CSU CSAO functions. This study also reaffirms three of the top CSU CSAO promotion factors reported by Blaine (1997). The three factors deemed most critical in both studies are “maintained personal integrity,” “provided leadership to student affairs division,” and “maintained good relations with other offices on campus.” While Blaine (1997) also reported “possession of good organization skills” and “possession of good communication skills,” this study finds “possessed ten year or more of experience in student affairs” and “ability to supervise personnel” among the top five career promotion factors of the CSAO. Also similar to Blaine’s (1997) research, this study also finds “published” and “conducted research” to be the least important promotion factors of the CSU CSAO. The findings in both studies regarding CSU CSAO roles and career promotion factors point to publishing and conducting research as being of low importance. This would imply the CSU CSAO is not required to spend much time on either activity in their current position or in order to be promoted to CSAO.

Also of important note is the results of two previous studies (Goldstein 2007; Rozeboom, 2008) found CSAOs ranked their leadership styles in the following order of importance: (a) Enabling Others to Act; (b) Modeling the Way; (c) Encouraging the Heart; (d) Challenging the Process; and (e) Inspiring a Shared Vision. However, this study finds CSU CSAOs rank their leadership style when leading their subordinate staff in the following order of importance: (a) Enabling Others to Act; (b) Inspiring a Shared Vision; (c) Modeling the Way; (d) Encouraging the Heart; and (e) Challenging the

Process. While “Enabling Others to Act” remains the most important leadership style across all three studies, the remaining four styles differ in their order of importance.

Similar to Blaine’s (1997) observation, this study also finds an aspiring CSAO should expect to (a) acquire an earned doctorate in an educational field; (b) gain at least 10 years of professional experience in various student affairs functional areas; (c) serve as either an assistant or associate vice president of student affairs; (d) serve at the director-level of a functional area within student affairs; (e) maintain personal integrity, ethical behavior, good relations with other campus offices, an interest in students, and an enthusiasm for the job; and (f) possess an understanding for the full range of characteristics, roles, functions, career patterns, and leadership styles most valued in the chief student affairs officer.

Recommendations for Practical Application

Based on the findings of this study and those identified in comparative studies, the following recommendations are offered:

1. It is recommended that graduate degree programs incorporate information collected in this study about the CSAO into the curriculum. By incorporating the characteristics, roles, functional areas, career patterns, and leadership styles of the CSAO into the curriculum, graduate students will be better prepared to put theory into practice once employed in the student affairs profession. Graduate students will gain a better understanding by learning about the 38 possible functional areas that CSAOs may be responsible for, and by virtue, must be generalists in each of those areas. Further, graduate students would benefit by

studying the leadership frameworks commonly used by CSAOs when leading their staff.

2. It is recommended that training programs for student affairs professionals include information gathered in this study about the CSAO. This may help subordinate staff to understand the depth and breadth of the CSAO position, including its many roles and functional areas for which the CSAO has administrative oversight. Student affairs professionals may also appreciate the credentials obtained and experiences commonly associated with the CSAO in order to qualify for this senior position.
3. It is recommended that training programs for aspiring CSAOs incorporate the information reported in this study about the CSAO. Aspiring CSAOs would be well served and better prepared if they had full knowledge of what the CSAO position encompasses. With that understanding, aspiring CSAOs can work to obtain the prerequisites commonly associated with CSAOs.
4. It is recommended that institutions use the information in this study to develop CSAO position descriptions. Presidents and human resource specialists can use the data when designing position descriptions and announcements in the areas of professional and educational qualifications, experiences, and leadership styles to elicit and recruit the most desirable CSAO candidates.
5. It is recommended that the information in this study be used in the regular evaluation of the CSAO. Institutions can use this study to design evaluation forms and materials to elicit feedback from individuals and groups the CSAO commonly works with, including the CSAO's supervisor, peers, and subordinate

staff as well as students, faculty, staff from other offices, alumni, families, and community partners. The forms can be used to assess the CSAO's overall effectiveness.

6. It is recommended that presidents and CSAOs use the information in this study when developing organizational charts. Given that not all CSAOs oversee the same functional areas, it is possible a student affairs division may gain some areas while realigning other areas with another division, such as academic affairs or business services. Presidents should consider all possible functional areas and within which division each area would be best served. CSAOs should consider this study when developing the organizational chart of the student affairs division. CSAOs should then consider how each functional area should be placed within the organizational structure to optimize effectiveness for the division, staff, and students each area serves.
7. It is recommended that CSAOs use the information in this study toward the application of leadership with leading subordinate staff. As not one leadership style is best when leading every person or in every situation, CSAOs would be served well in identifying which leadership style consistently elicits the best results at their institution.
8. It is recommended that accrediting bodies use the information in this study when reviewing student service areas. An accrediting body can apply the results of this study, specific to CSAO functional areas, as it develops assessment strategies and evaluates areas for which CSAOs commonly have administrative oversight.

Recommendations for Further Research

This study was limited to the chief student affairs officers of the 23 campuses that comprise the California State University system. Therefore, this study did not include CSAOs from (a) independent or religiously affiliated institutions; (b) California's public, two-year community colleges; or (c) the University of California (UC) system, which includes ten campuses throughout the state of California.

The following recommendations for further research are based on the findings of this study and the review of literature:

1. It is recommended that this study be replicated to include CSAOs at all public institutions in the United States. Future results would demonstrate whether demographics, characteristics, roles, functional areas, career patterns, and leadership styles were similar among all public institutions nationally.
2. It is recommended that this study be replicated to include CSAOs at all four-year institutions in the state of California. The findings of future studies would be comparable to the results of this study.
3. It is recommended that this study be replicated to include the CSAOs of the University California system, which includes 10 campuses in the state of California. Those results would identify whether UC and CSU CSAOs were similar in terms of demographics, characteristics, roles, functional areas, career patterns, and leadership styles.
4. It is recommended that future studies compare and contrast CSAO differences related to institutional enrollment. The results could be used to determine the degree of congruency between CSAOs at campuses of varying size, such as

small (<10,000), medium (10,001-19,999), and large (>20,000). CSAO roles, functional areas, and career path could fluctuate based on the student enrollment of each campus.

5. It is recommended that future studies examine the percentage of time CSAOs devote to specific roles and functions. If institutional size is examined, the time CSAOs allocate to various roles and functional areas they are responsible for may differ.
6. It is recommended that future studies continue to include the demographic information of CSAOs. The results of future studies could offer a chronology in societal shifts in the areas of gender, ethnicity, and age.
7. It is recommended that this study be replicated to include CSAO leadership styles when leading other institutional stakeholders. While this study asked CSAOs to rate the importance of leadership styles when leading subordinate staff, the results of this study found CSAOs perceive “provide leadership to campus” to be a critical role of the CSAO. Based on this finding, a future study could determine if CSAO leadership styles shift when leading subordinate staff versus leading the campus.
8. It is recommended that this study be replicated to identify the leadership styles of CSU CSAOs based on Bolman and Deal’s (1997) four-frame leadership model. The survey instrument may include the Leadership Orientation Inventory to determine which of the four frames CSAOs perceive to be most important, including structural, human resources, political, and symbolic.

Summary

The purpose of this quantitative study was to establish a current profile of the chief student affairs officers of the 23 campuses that comprise the California State University system using survey technique. This study provides contemporary descriptive data on CSAO (a) demographics and characteristics; (b) roles; (c) functions; (d) career patterns; and (e) leadership styles. The study is presented in five chapters. The first chapter provided introductory information, problem statement, purpose of the study, research questions, significance of the study, limitations and assumptions of the study, and definition of key terms. The second chapter offered a review of the literature on the history of higher education and student affairs as well as the demographics, characteristics, roles, functional areas, career patterns, and leadership styles of the CSAO. The third chapter described the methods and procedures used to implement the study, including research questions, research design, data collection, validity, reliability, protection of human subjects, and data analysis process. The fourth chapter presented the research results based on statistical analysis performed for this quantitative study, comprising descriptive and inferential statistics using means, frequencies, and percentages. The fifth and final chapter offered a final summary of the study including conclusions, implications, and recommendations for practical application and further research.

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APPENDIX A

List of the California State University Campuses

1. Bakersfield
2. Channel Islands
3. Chico
4. Dominguez Hills
5. East Bay
6. Fresno
7. Fullerton
8. Humboldt
9. Long Beach
10. Los Angeles
11. Maritime Academy
12. Monterey Bay
13. Northridge
14. Pomona
15. Sacramento
16. San Bernardino
17. San Diego
18. San Francisco
19. San José
20. San Luis Obispo
21. San Marcos

22. Sonoma

23. Stanislaus

APPENDIX B

Survey Question to Corresponding Research Question Matrix

#	Survey Question	Corresponding Research Question
1.	What is your gender? <input type="checkbox"/> Female <input type="checkbox"/> Male	1. What are the current characteristics of the chief student affairs officers of the California State University system?
2.	What is your age? <input type="checkbox"/> Under 40 <input type="checkbox"/> 40-44 <input type="checkbox"/> 45-49 <input type="checkbox"/> 50-54 <input type="checkbox"/> 55-59 <input type="checkbox"/> 60-64 <input type="checkbox"/> 65-69 <input type="checkbox"/> 70 or older	1. What are the current characteristics of the chief student affairs officers of the California State University system?
3.	What is your ethnicity? <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Caucasian <input type="checkbox"/> Hawaiian/ Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American/ Alaskan Native <input type="checkbox"/> Undeclared <input type="checkbox"/> Other _____	1. What are the current characteristics of the chief student affairs officers of the California State University system?
4.	What is your highest degree earned? (select one) <input type="checkbox"/> Doctorate (Ph.D., Ed.D.) <input type="checkbox"/> Juris Doctorate (J.D.) <input type="checkbox"/> Master's <input type="checkbox"/> Bachelor's <input type="checkbox"/> Other, please indicate _____	1. What are the current characteristics of the chief student affairs officers of the California State University system?
5.	What was your major field of study for highest degree earned? _____	1. What are the current characteristics of the chief student affairs officers of the California State University system?
6.	Indicate the size of your institution (total enrollment): _____	1. What are the current characteristics of the chief student affairs officers of the California State University system?

7.	What is your working title? (select one) <input type="checkbox"/> Vice President for Student Affairs <input type="checkbox"/> Vice President for Student Services <input type="checkbox"/> Dean of Students <input type="checkbox"/> Other, please indicate _____	1. What are the current characteristics of the chief student affairs officers of the California State University system?
8.	As CSAO, does your position also serve a dual role as Dean of Students? (select one) <input type="checkbox"/> Yes <input type="checkbox"/> No	1. What are the current characteristics of the chief student affairs officers of the California State University system? 3. Are the functional areas of CSU chief student affairs officers related to institutional size?
9.	To whom do you directly report? (select one) <input type="checkbox"/> President <input type="checkbox"/> Provost <input type="checkbox"/> Other, please indicate _____	1. What are the current characteristics of the chief student affairs officers of the California State University system?
10.	How many years have you served in your current position? _____ (years)	1. What are the current characteristics of the chief student affairs officers of the California State University system? 4. What are the career patterns of the chief student affairs officers in the California State University system?
11.	How many years have you served your present institution, in any capacity? _____ (years)	1. What are the current characteristics of the chief student affairs officers of the California State University system? 4. What are the career patterns of the chief student affairs officers in the California State University system?
12.	How many years have you served in the Student Affairs profession? _____(years)	1. What are the current characteristics of the chief student affairs officers of the California State University system? 4. What are the career patterns of the chief student affairs officers in the California State University system?

13.	At what age were you first appointed to the Chief Student Affairs Officer position of any institution? __	<p>1. What are the current characteristics of the chief student affairs officers of the California State University system?</p> <p>4. What are the career patterns of the chief student affairs officers in the California State University system?</p>
14.	<p>Prior to becoming a Chief Student Affairs Officer, what were the working titles of the last four positions you held?</p> <p>a) Last position title _____</p> <p>b) 2nd previous title _____</p> <p>c) 3rd previous title _____</p> <p>d) 4th previous title _____</p>	4. What are the career patterns of the chief student affairs officers in the California State University system?
15.	<p>Do you hold academic rank? (select)</p> <p><input type="checkbox"/> No.</p> <p><input type="checkbox"/> Yes.</p> <p> o If yes, which department?</p> <p> _____</p>	1. What are the current characteristics of the chief student affairs officers of the California State University system?
16.	<p>Please indicate the degree of importance the following personal characteristics are to you as the Chief Student Affairs Officer: 1 Critical, 2 Very Important, 3 Important, 4 Somewhat Important, 5 Not Important</p> <p>a) Collegiality</p> <p>b) Compassion</p> <p>c) Enthusiasm for job</p> <p>d) Ethical behavior</p> <p>e) Impartiality</p> <p>f) Interest in students</p> <p>g) Loyalty to campus</p> <p>h) Loyalty to students</p> <p>i) Personal integrity</p> <p>j) Political savvy</p> <p>k) Self-confidence</p> <p>l) Sense of humor</p> <p>m) Tolerance for ambiguity</p> <p>n) Other (list) _____</p>	1. What are the current characteristics of the chief student affairs officers of the California State University system?

17.	<p>Please indicate the degree of importance the following roles are to you as the Chief Student Affairs Officer: 1 Critical, 2 Very Important, 3 Important, 4 Somewhat Important, 5 Not Important</p> <ul style="list-style-type: none"> a) Ability to manage fiscal resources b) Ability to supervise personnel c) Advance technology initiatives d) Advise students e) Conduct research f) Develop vision and mission statements for the student affairs division g) Engage in strategic planning for campus h) Lead assessment strategies i) Maintain contact with students j) Maintain good relationships with other on-campus offices k) Make professional presentations l) Participate in campus budget process m) Participate in fundraising opportunities n) Possess good communication skills o) Possess knowledge of current student affairs trends p) Provide leadership to campus q) Provide leadership to student affairs division r) Provide professional development opportunities for staff s) Publish t) Read professional literature t) Other (list)_____ 	2. What are the roles of the CSU chief student affairs officers?
-----	---	--

18.	<p>Please select each of the administrative areas that you are responsible for and list other not included:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Advising <input type="checkbox"/> Admissions (Enrollment) <input type="checkbox"/> Adult Learning Services <input type="checkbox"/> Alcohol and Other Drug Services <input type="checkbox"/> Athletics <input type="checkbox"/> Bookstore <input type="checkbox"/> Campus Recreation (Intramurals) <input type="checkbox"/> Career Services <input type="checkbox"/> Child Care Center <input type="checkbox"/> Civic Engagement (Volunteer Center) <input type="checkbox"/> Commuter Student Services <input type="checkbox"/> Counseling <input type="checkbox"/> Dean of Students Office <input type="checkbox"/> Dining Services <input type="checkbox"/> Disability Services <input type="checkbox"/> Financial Aid <input type="checkbox"/> First Year Programs (Freshman/ New Student) <input type="checkbox"/> Greek Life <input type="checkbox"/> Housing Administration <input type="checkbox"/> Health Services <input type="checkbox"/> International Student Services <input type="checkbox"/> LGBT Center <input type="checkbox"/> Multicultural Affairs <input type="checkbox"/> Orientation <input type="checkbox"/> Public Safety (Campus Police) <input type="checkbox"/> Registrar (Student Records) <input type="checkbox"/> Religious Life (Chaplain/ Campus Ministries) <input type="checkbox"/> Residential Life <input type="checkbox"/> Study Abroad <input type="checkbox"/> Student Activities <input type="checkbox"/> Student Employment <input type="checkbox"/> Student Government <input type="checkbox"/> Student Judicial Affairs <input type="checkbox"/> Student Media (Publications) <input type="checkbox"/> Student Support Services (federally funded TRIO programs, Upward Bound, Talent Search, etc.) <input type="checkbox"/> Student Union <input type="checkbox"/> Veterans Affairs <input type="checkbox"/> Women's Center <input type="checkbox"/> Other (list) _____ 	3. What are the functional areas of CSU chief student affairs officers?
-----	--	---

19.	<p>Please indicate the extent to which you agree or disagree on how the following factors effected your promotion to Chief Student Affairs Officer: 1 Strongly Agree, 2 Agree, 3 Neither Agree nor Disagree, 4 Disagree, 5 Strongly Disagree</p> <ul style="list-style-type: none"> a) Ability to manage fiscal resources b) Ability to supervise personnel c) Conducted research d) Developed self-confidence e) Developed sense of humor f) Fundraising experience g) Involvement in professional associations h) Maintained good relations with other offices on campus i) Maintained personal integrity j) Possessed ten years or more of experience in student affairs k) Possession of a Doctorate Degree l) Possession of a Master's Degree m) Possession of good communication skills n) Possession of good organization skills o) Provided leadership to student affairs p) Provided professional development opportunities for staff q) Published r) Quality of professional references s) Read professional literature t) Other (list) _____ _____ 	4. What are the career patterns of the chief student affairs officers in the California State University system?
20.	<p>Please indicate the degree of importance the following statements are to you as the Chief Student Affairs Officer when leading your subordinate staff: 1 Critical, 2 Very Important, 3 Important, 4 Somewhat Important, 5 Not Important</p> <ul style="list-style-type: none"> a) Lead by example because actions speak louder than words. b) Inspire others, both individually and collectively, toward the realization of a shared vision. c) By challenging the process, status quo, and routine, new opportunities 	5. What leadership style do CSU chief student affairs officers perceive to be the most effective for their position?

	<p>await.</p> <p>d) By creating an atmosphere of trust, collaborations are fostered and staff are empowered to act.</p> <p>e) Offer praise when praise is due and publicly celebrate individual and team accomplishments.</p>	
--	---	--

APPENDIX C

Introductory Statement to Survey and On-line Consent Form

Research Information Sheet/ Consent Form for Participation in a Research Study**A Profile of the Chief Student Affairs Officer of the California State University System**

Dear CSU Chief Student Affairs Officer,

The following information is provided to help you decide whether you wish to participate in a research study. Please take your time to read the information below and feel free to ask any questions before clicking on the link to the survey.

My name is Jarrett Fisher, and I am a doctoral candidate in the Organizational Leadership program within the Graduate School of Education and Psychology at Pepperdine University. The professor supervising my work is Dr. June Schmieder-Ramirez, program director and faculty member at Pepperdine University. The title of my study is *A Profile of the Chief Student Affairs Officer of the California State University System* and fulfills the dissertation requirement towards a doctoral degree.

Purpose of Research Study: The purpose of this study is to identify commonalities that may exist in the role, functional areas, characteristics, professional preparation, and leadership style of the chief student affairs officer of the California State University system.

Procedures: If you volunteer to participate in this research study, you will be asked to answer a series of 20 questions relating to your professional role, functional supervision, characteristics, career pattern, and leadership style. Many of the fields have been pre-populated for your convenience, while others ask that you fill in the blank. Some of the questions ask you to rank the degree you either agree or disagree with a statement. The survey is likely to take you 10 minutes to complete.

Potential Risks: The only foreseeable risk associated with participation in this study is the imposition on your time.

Potential Benefit: The benefits of this study are societal in nature and there may be no direct benefits to you for participating in the study. The study may provide information for leadership development and training for higher education administrators in general.

Voluntary/right to deny or withdraw from participation: Your participation in the research study is completely voluntary, and you have the right to deny, withdraw, or refuse to participate at any time, with no negative consequences to you. You do not have to answer every question on the survey.

Confidentiality: Data obtained for this research study, including your responses to the survey will be kept confidential. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others. Data will be kept confidential by using a password protected web-based program that is only available to me as the researcher. Digital copies of the survey responses will be kept on my password protected computer which is in a locked office. Research records will be stored securely for 3 years, then permanently deleted and destroyed as required by federal regulations. The results of this research study will be summarized as a whole, as so no persons will identify you.

Contact information for questions or concerns: If you have further questions regarding this research, you may contact me, the primary investigator, Jarrett Fisher at [REDACTED], [REDACTED], or my faculty supervisor, Dr. June Schmieder-Ramirez at [REDACTED], [REDACTED]. If you have questions about your rights as a research participant, you may contact Dr. Thema Bryant-Davis, chairperson of the GPS IRB at Pepperdine University at gpsirb@pepperdine.edu, 310-568-5753.

On-line consent: By clicking on the link to the survey, you agree to participation in this research study.

If you would like documentation of your participation in this research, you may print a copy of this form.

I humbly request a response to the survey within 2 weeks of the receipt of this email.

The survey may be accessed at <https://www.surveymonkey.com/s/CSU-CSAO>.

APPENDIX D

Survey

Item #	Survey Question
1.	What is your gender? <input type="checkbox"/> Female <input type="checkbox"/> Male
2.	What is your age? (select one) <input type="checkbox"/> Under 40 <input type="checkbox"/> 40-44 <input type="checkbox"/> 45-49 <input type="checkbox"/> 50-54 <input type="checkbox"/> 55-59 <input type="checkbox"/> 60-64 <input type="checkbox"/> 65-69 <input type="checkbox"/> 70 or older
3.	What is your ethnicity? <input type="checkbox"/> African American <input type="checkbox"/> Asian <input type="checkbox"/> Caucasian <input type="checkbox"/> Hawaiian/ Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American/ Alaskan Native <input type="checkbox"/> Undeclared <input type="checkbox"/> Other _____
4.	What is your highest degree earned? (select one) <input type="checkbox"/> Doctorate (Ph.D., Ed.D.) <input type="checkbox"/> Juris Doctorate (J.D.) <input type="checkbox"/> Master's <input type="checkbox"/> Bachelor's <input type="checkbox"/> Other, please indicate _____
5.	What was your major field of study for highest degree earned? _____
6.	Indicate the size of your institution (total enrollment): _____

7.	What is your working title? (select one) <input type="checkbox"/> Vice President for Student Affairs <input type="checkbox"/> Vice President for Student Services <input type="checkbox"/> Dean of Students <input type="checkbox"/> Other, please indicate _____
8.	As CSAO, does your position also serve a dual role as Dean of Students? (select one) <input type="checkbox"/> Yes <input type="checkbox"/> No
9.	To whom do you directly report? (select one) <input type="checkbox"/> President <input type="checkbox"/> Provost <input type="checkbox"/> Other, please indicate _____
10.	How many years have you served in your current position? _____ (years)
11.	How many years have you served your present institution, in any capacity? _____ (years)
12.	How many years have you served in the Student Affairs profession? ____ (years)
13.	At what age were you first appointed to the Chief Student Affairs Officer position of any institution? _____ (years)
14.	Prior to becoming a Chief Student Affairs Officer, what were the working titles of the last four positions you held? e) Last position title _____ f) 2 nd previous title _____ g) 3 rd previous title _____ h) 4 th previous title _____
15.	Do you hold academic rank? (select) <input type="checkbox"/> No. <input type="checkbox"/> Yes. o If yes, which department? _____

16. Please indicate the degree of importance the following personal characteristics are to you as the Chief Student Affairs Officer. (Select one option for each item.)

	Critical	Very Important	Important	Somewhat Important	Not Important
Collegiality					
Compassion					
Enthusiasm for job					
Ethical behavior					
Impartiality					
Interest in students					
Loyalty to campus					
Loyalty to students					
Personal integrity					
Political savvy					
Self-confidence					
Sense of humor					
Tolerance for ambiguity					
Other (list) _____					

17. Please indicate the degree of importance the following roles are to you as the Chief Student Affairs Officer. (Select one option for each item.)

	Critical	Very Important	Important	Somewhat Important	Not Important
Ability to manage fiscal resources					
Ability to supervise personnel					
Advance technology initiatives					
Advise students					
Conduct research					
Develop vision and mission statements for the student affairs division					
Engage in strategic planning for campus					
Lead assessment strategies					
Maintain contact with students					
Maintain good relationships with other on-campus offices					
Make professional presentations					
Participate in campus budget process					
Participate in fundraising opportunities					
Possess good communication skills					
Possess knowledge of current student affairs trends					
Provide leadership to campus					
Provide leadership to student affairs division					
Provide professional development opportunities for staff					
Publish					
Read professional literature					
Other (list) _____					

18. Please select each of the administrative areas that you are responsible for and list others not included. (Select all that apply.)

- Academic Advising
 - Admissions (Enrollment)
 - Adult Learning Services
 - Alcohol and Other Drug Services
 - Athletics
 - Bookstore
 - Campus Recreation (Intramurals)
 - Career Services
 - Child Care Center
 - Civic Engagement (Volunteer Center)
 - Commuter Student Services
 - Counseling
 - Dean of Students Office
 - Dining Services
 - Disability Services
 - Financial Aid
 - First Year Programs (Freshman/ New Student)
 - Greek Life
 - Housing Administration
 - Health Services
 - International Student Services
 - LGBT Center
 - Multicultural Affairs
 - Orientation
 - Public Safety (Campus Police)
 - Registrar (Student Records)
 - Religious Life (Chaplain/ Campus Ministries)
 - Residential Life
 - Study Abroad
 - Student Activities
 - Student Employment
 - Student Government
 - Student Judicial Affairs
 - Student Media (Publications)
 - Student Support Services (federally funded TRIO programs, Upward Bound, Talent Search, etc.)
 - Student Union
 - Veterans Affairs
 - Women's Center
 - Other (list) _____
-

19. Please indicate the extent to which you agree or disagree on how the following factors effected your promotion to Chief Student Affairs Officer. (Select one option for each item.)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Ability to manage fiscal resources					
Ability to supervise personnel					
Conducted research					
Developed self-confidence					
Developed sense of humor					
Fundraising experience					
Involvement in professional associations					
Maintained good relations with other offices on campus					
Maintained personal integrity					
Possessed ten years or more of experience in student affairs					
Possession of a Doctorate Degree					
Possession of a Master's Degree					
Possession of good communication skills					
Possession of good organization skills					
Provided leadership to student affairs					
Provided professional development opportunities for staff					
Published					
Quality of professional references					
Read professional literature					
Other (list) _____					

20. Please indicate the degree of importance the following statements are to you as the Chief Student Affairs Officer when leading your subordinate staff.
(Select one option for each item.)

	Critical	Very Important	Important	Somewhat Important	Not Important
Lead by example because actions speak louder than words.					
Inspire others, both individually and collectively, toward the realization of a shared vision.					
By challenging the process, status quo, and routine, new opportunities await.					
By creating an atmosphere of trust, collaborations are fostered and staff are empowered to act.					
Offer praise when praise is due and publicly celebrate individual and team accomplishments.					

Thank you for completing this survey.

My primary reason for contacting you is because I would like to use and/or alter the research instrument/data gathering instrument/questionnaire/survey that you used in your 1997 dissertation of CSU CSAOs. I would be honored if I could receive your approval/permission.

I would also like to let you know that I do plan to continue on your research now that the CSU has added two new campuses since 1997; CSU East Bay and CSU Channel Islands. I also plan to apply points 3, 4, and 5 from your "Recommendations for Further Study" Section (p. 91 & 92). I will reexamine/update CSU CSAO demographics, analyze campus size in relation to CSAO functions, and evaluate time spent on various CSAO functions in relation to campus size.

I look forward to hearing from you and greatly respect the work you accomplished. I hope to continue on your research and make a contribution to the body of knowledge.

Warm regards,
Jarrett

Jarrett D. Fisher, MPA
Doctoral Student, Organizational Leadership Program
Graduate School of Education & Psychology
Pepperdine University



APPENDIX F

Letter to Expert Panel of Judges

TO: Expert Panel Members

FROM: Jarrett Fisher, Doctoral Student
Graduate School of Education and Psychology
Pepperdine University

RE: Proposed Questionnaire to CSU CSAOs with Research Questions

Introduction

Thank you for agreeing to participate as a member of an expert panel. You will be providing input regarding correlation of the data collection instrument with the research questions outlined in the study. The purpose of this study is to establish a current profile of the chief student affairs officers (CSAO) of the 23 campuses that comprise the California State University (CSU) system using survey technique. This study ventures to establish contemporary descriptive data on (a) career patterns of the CSAO; (b) professional development and preparation trends of the CSAO; (c) roles of the CSAO; (d) CSAO's functional areas; (e) demographics and characteristics of the CSAO; and (f) leadership styles of the CSAO.

Research Questions

1. What are the current characteristics of the chief student affairs officers of the California State University system?
2. What are the roles of CSU chief student affairs officers?
3. What are the functional areas of CSU chief student affairs officers?
4. What are the career patterns of the chief student affairs officers in the California State University system?
5. What leadership style do CSU chief student affairs officers perceive to be the most effective for their position?

Instructions

Please use this form in conjunction with the survey to determine content validity and whether each survey question correlates to the corresponding research question.

For the question "Does Item Address Research Question," please circle the response you believe to be most appropriate.

For the question "Should This Item Remain on the Survey Instrument," please circle the response you believe is most appropriate.

Please note the time you start the survey and complete the survey as you will be asked how long it took you to complete the survey. Thank you.

APPENDIX G

Expert Panel of Judges Evaluation Form

Research Question 1: What are the current characteristics of the chief student affairs officers of the California State University system?

Item	Does Item Address Research Question 1?		Should This Item Remain on the Survey Instrument?	
	Yes	No	Yes	No
1	Yes	No	Yes	No
2	Yes	No	Yes	No
3	Yes	No	Yes	No
4	Yes	No	Yes	No
5	Yes	No	Yes	No
6	Yes	No	Yes	No
7	Yes	No	Yes	No
8	Yes	No	Yes	No
9	Yes	No	Yes	No
10	Yes	No	Yes	No
11	Yes	No	Yes	No
12	Yes	No	Yes	No
13	Yes	No	Yes	No
14	Yes	No	Yes	No
15	Yes	No	Yes	No
16				
a)	Yes	No	Yes	No
b)	Yes	No	Yes	No
c)	Yes	No	Yes	No
d)	Yes	No	Yes	No
e)	Yes	No	Yes	No
f)	Yes	No	Yes	No
g)	Yes	No	Yes	No
h)	Yes	No	Yes	No
i)	Yes	No	Yes	No
j)	Yes	No	Yes	No
k)	Yes	No	Yes	No
l)	Yes	No	Yes	No
m)	Yes	No	Yes	No
n)	Yes	No	Yes	No

Are there any other items that should be included to address Research Question 1?

Research Question 2: What are the roles of CSU chief student affairs officers?

Item	Does Item Address Research Question 2?		Should This Item Remain on the Survey Instrument?	
	Yes	No	Yes	No
17				
a)	Yes	No	Yes	No
b)	Yes	No	Yes	No
c)	Yes	No	Yes	No
d)	Yes	No	Yes	No
e)	Yes	No	Yes	No
f)	Yes	No	Yes	No
g)	Yes	No	Yes	No
h)	Yes	No	Yes	No
i)	Yes	No	Yes	No
j)	Yes	No	Yes	No
k)	Yes	No	Yes	No
l)	Yes	No	Yes	No
m)	Yes	No	Yes	No
n)	Yes	No	Yes	No
o)	Yes	No	Yes	No
p)	Yes	No	Yes	No
q)	Yes	No	Yes	No
r)	Yes	No	Yes	No
s)	Yes	No	Yes	No
t)	Yes	No	Yes	No
u)	Yes	No	Yes	No

Are there any other items that should be included to address Research Question 2?

Research Question 3: What are the functional areas of CSU chief student affairs officers?

Item	Does Item Address Research Question 3?		Should This Item Remain on the Survey Instrument?	
	Yes	No	Yes	No
18				
a)	Yes	No	Yes	No
b)	Yes	No	Yes	No
c)	Yes	No	Yes	No
d)	Yes	No	Yes	No
e)	Yes	No	Yes	No
f)	Yes	No	Yes	No
g)	Yes	No	Yes	No
h)	Yes	No	Yes	No
i)	Yes	No	Yes	No
j)	Yes	No	Yes	No
k)	Yes	No	Yes	No
l)	Yes	No	Yes	No
m)	Yes	No	Yes	No
n)	Yes	No	Yes	No
o)	Yes	No	Yes	No
p)	Yes	No	Yes	No
q)	Yes	No	Yes	No
r)	Yes	No	Yes	No
s)	Yes	No	Yes	No
t)	Yes	No	Yes	No
u)	Yes	No	Yes	No
v)	Yes	No	Yes	No
w)	Yes	No	Yes	No
x)	Yes	No	Yes	No
y)	Yes	No	Yes	No
z)	Yes	No	Yes	No
aa)	Yes	No	Yes	No
bb)	Yes	No	Yes	No
cc)	Yes	No	Yes	No
dd)	Yes	No	Yes	No
ee)	Yes	No	Yes	No
ff)	Yes	No	Yes	No
gg)	Yes	No	Yes	No
hh)	Yes	No	Yes	No
ii)	Yes	No	Yes	No
jj)	Yes	No	Yes	No
kk)	Yes	No	Yes	No
ll)	Yes	No	Yes	No
mm)	Yes	No	Yes	No

Are there any other items that should be included to address Research Question 3?

Research Question 4: What are the career patterns of the chief student affairs officers in the California State University system?

Item	Does Item Address Research Question 4?		Should This Item Remain on the Survey Instrument?	
	Yes	No	Yes	No
19)				
a)	Yes	No	Yes	No
b)	Yes	No	Yes	No
c)	Yes	No	Yes	No
d)	Yes	No	Yes	No
e)	Yes	No	Yes	No
f)	Yes	No	Yes	No
g)	Yes	No	Yes	No
h)	Yes	No	Yes	No
i)	Yes	No	Yes	No
j)	Yes	No	Yes	No
k)	Yes	No	Yes	No
l)	Yes	No	Yes	No
m)	Yes	No	Yes	No
n)	Yes	No	Yes	No
o)	Yes	No	Yes	No
p)	Yes	No	Yes	No
q)	Yes	No	Yes	No
r)	Yes	No	Yes	No
s)	Yes	No	Yes	No
t)	Yes	No	Yes	No

Are there any other items that should be included to address Research Question 4?

Research Question 5: What leadership style do CSU chief student affairs officers perceive to be the most effective for their position?

Item	Does Item Address Research Question 5?		Should This Item Remain on the Survey Instrument?	
	Yes	No	Yes	No
20)				
a)	Yes	No	Yes	No
b)	Yes	No	Yes	No
c)	Yes	No	Yes	No
d)	Yes	No	Yes	No
e)	Yes	No	Yes	No

Are there any other items that should be included to address Research Question 5?

How long did it take you to complete the survey? _____ hours _____ minutes

Do you think research participants can complete the survey within ten (10) to fifteen (15) minutes? If more time is required, how long do you estimate it will take participants to complete?

Expert Panelist Comments:

End of form.

Thank you for your time. Please return this form and any notes in the self-addressed, pre-postage paid envelope.

APPENDIX H

California State University System Site Approval Letter

**CSU Bakersfield**

Office of the President

Mail Stop: 33 BDC
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2241
(661) 654-3188 FAX
www.csub.edu

August 18, 2014

Pepperdine University
Graduate School of Education and Psychology
Institutional Review Board
6100 Center Drive, 5th Floor
Los Angeles, CA 90045

RE: Doctoral Candidate Jarrett Fisher's Dissertation Proposal, "A Profile of the Chief Student Affairs Officers of the California State University System"

Dear Members of the IRB:

It is my pleasure to provide this letter of support for Jarrett Fisher's distribution of a survey instrument to California State University Vice Presidents for Student Affairs for his research proposal, "A Profile of Chief Student Affairs Officers of the California State University System." This letter acknowledges that all CSU Presidents and Vice Presidents for Student Affairs are aware of the study and that the Vice Presidents for Student Affairs are open to the survey being distributed to them individually.

Please let me know if you need any additional information.

Sincerely,

A handwritten signature in cursive script that reads "Horace Mitchell".

Horace Mitchell, Ph.D.
President

APPENDIX I

Pepperdine University Institutional Review Board (IRB) Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

August 19, 2014

Jarrett D. Fisher

[REDACTED]

Protocol #: E0514D05

Project Title: A Profile of the Chief Student Affairs Officers of the California State University System

Dear Mr. Fisher:

Thank you for submitting your application, *A Profile of the Chief Student Affairs Officers of the California State University System*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Schmieder-Ramirez, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html>) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, **your application to waive documentation of informed consent has been approved.**

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the Institutional Review Board (IRB) at gpsirb@pepperdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

A handwritten signature in cursive script that reads "Thema Bryant-Davis".

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Compliance Attorney
Dr. June Schmieder-Ramirez, Faculty Advisor