CHIEF STUDENT AFFAIRS OFFICERS OF INSTITUTIONS

BELONGING TO THE COUNCIL FOR CHRISTIAN

COLLEGES AND UNIVERSITIES:

EDUCATOR, LEADER, OR MANAGER

by

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A DISSERTATION

IN

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ABSTRACT

American colleges and universities are concerned with the out-of-the-classroom lives of their students. The non-classroom learning includes programs and services offered by institutions to transition students in developing to their full potential for their personal success and the betterment of society. Though referred to by a host of names, student affairs is chiefly responsible for this aspect of American higher education.

Sandeen suggested the senior level administrator responsible for the out-of-the-classroom programs and services for students is commonly referred to as the Chief Student Affairs Officer (CSAO). Influenced by various ever-changing events, student affairs and the CSAO have emerged from a student conduct and disciplinarian role to the current diverse programs and services offered that compliment the academic mission of a specific institution. With the expansion of the traditional disciplinarian role the current CSAO is described as an educator, leader, and manager.

One obstacle to studying the CSAO position is that student affairs as a profession and organization is still evolving and the roles and responsibilities vary from one campus to another. As a result, the role of a CSAO is not standardized in the specific setting of the Council for Christian Colleges and Universities (CCCU). This study will determine whether CCCU CSAOs primarily consider themselves educators, leaders, or managers and whether there is a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain. In addition, this study will also generate demographic information from this population of CSAOs.

This study is based upon the theoretical perspective and research of Winston et al.

They identified three student affairs administration domains including educator, leader, and

manager. Associated with the leader and manager domains are behavioral characteristics

adapted from the research of Yukl while Winston et al. created the behavioral

characteristics associated with the educator domain. Winston et al. contended all three domains

are crucial, but the educator domain is the cornerstone.

The collection of data, via a web-based survey, was a four-step process over

approximately three weeks during July 2005. The data collected represents a 62.1% (N=64, 103)

response rate. Supporting their self-perception of primarily being leaders, the overall means

indicated the CCCU CSAO's overall responsibilities, amount of time spent daily, and the most

essential domain to possess of an aspiring CSAO aligned with the behavioral characteristics

associated with the leader domain followed by the manager and educator domains, respectfully.

By utilizing analysis of variance (ANOVA) a statistical difference in the means was found

among the educator domain. Specifically, Tukey Honestly Significant Difference (HSD)

identified a significant mean difference in the amount of time spent daily between educators and

leaders. Further, utilizing split file as a statistical technique, those CCCU CSAOs who primarily

considered themselves leaders performed as such; those who primarily considered themselves

educators did not perform as such, but rather as leaders; and those who primarily considered

themselves managers performed as such.

As the research study began, the researcher expected the findings to support Sandeen's

(1991) claim that CSAO are primarily educators and the Winston et al. theoretical

perspective that the educator domain is the cornerstone of student affairs administration. The

study found CCCU CSAOs do not support Sandeen's claim. On the contrary, this population of

CSAOs primarily considered themselves leaders and most admired educational administrators as

leaders. The study also did not fully lend support for Winston et al. theoretical perspective that

the educator domain is the cornerstone of student affairs administration. On a daily basis, the

CCCU CSAOs who primarily considered themselves educators did perform as educators and

thus, supports the theoretical perspective. However, those CCCU CSAOs who primarily

considered themselves leaders and managers did not perform as educators and did not support

the theoretical perspective. Though all three domains are crucial, the majority of CCCU CSAOs

indicated the behavioral characteristics associated with the leader domain as the most prevalent.

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CHAPTER 1

INTRODUCTION

Trow (1999) noted that the American higher education system differs from all others in offering access to some part of the system to almost everyone who wants to go to college without having to show evidence of academic talent. However, the sole purpose of higher education is not only the intellectual development Trow described. Komives and Woodard (1996) reminded us that a founding principle of the American higher education system is also the holistic development of individuals. Caple (1998) cited Dixon v. Alabama (1961) as legally defining the mission of a college as not only the intellectual development of students, but their physical, social, emotional, vocational, ethical, and cultural development as well.

Using the English and German models as a foundation, American higher education represents a unique perspective in the history of higher education. The English model of education focused on the elements of culture to prepare male students to be elitist, powerful, and above all gentlemen. The German model focused on scholarship and searching for the truth, and the American higher education approach was more democratic, bound less by tradition, and eventually provided educational opportunities for the masses (Mueller, 1961). The American approach was focused on addressing the basic needs of American life to benefit not only the individual student, but also the nation and society (Goodlad, 1997; Winton, Creamer, & Miller, 2001).

Beyond the English and German models, Weingartner (1996) stressed that American colleges and universities are concerned with the out-of-classroom lives of their students. Rhatigan (2000) contended the nonclassroom learning includes programs and services offered by

colleges and universities to transition students in developing to their full potential for their own success and for the betterment of society. Though referred to by a host of names, generally student services, student development, student life, student support, student personnel, or student affairs, this aspect of American higher education is chiefly responsible for the student's out-of-classroom experience. To avoid confusion, the term *student affairs* will be used to refer to this function.

Student Affairs Evolution

Sandeen (1991) suggested that student affairs has evolved over a 100-year period from a collegiate and parental concern for student welfare to the current complex array of programs and services (p. 4). Nuss (1996) parallels the development of student affairs to the development of the American higher education system. Influenced by changing religious, economic, social, and political forces, both American higher education and the practice of student affairs have evolved.

It has been documented that student affairs was created with the appointment of the first dean of the college position at Harvard in 1890 to assist the president with regulating student behavior.   However, Caple (1998) identified Ephraim Gurney as the first college dean 20 years prior to 1890. Though primarily an academic dean, Gurney served as a disciplinarian as well. Rhatigan (2000) described a more positive perspective than the negative and potentially harmful disciplinarian role. He contended that student affairs administrators during this early era did *act in loco parentis,* because of the college's commitment to student growth and development.

Though student affairs can be traced to the nineteenth century, the development of this new field of work is centered in the twentieth century (Caple, 1998; Deegan, 1981; Mueller, 1961). Mueller (1961) wrote that a new profession is recognized when official titles are applied

to specialists in the field, when formal statements of purpose are written and issued, when workers come together in national associations and conferences, and last, when pamphlets, articles, journals, and textbooks are published on and for the profession. For student affairs, all of these occurred shortly after 1900 (p. 50).   Rhatigan (2000) summarized the development and expansion of student affairs as concerned with increased student enrollment and student concerns and needs beyond the curriculum, which were not addressed by faculty. He wrote that student affairs is a constant reminder to the faculty of their failure, or unwillingness, to cope with the lives of students. Mueller much like Rhatigan found much of the expansion of students affairs concerned with the developing needs of the students and demands of their parents. Caple (1998) attributed the expansion to the increase of accessibility via the GI Bill, the Truman Report, and the Civil Rights Movement.

The progression of student affairs can also be viewed from the characteristics of students. Levine (1980) contended that every college generation is unique. His portrayal of the 1920s student was wet, wild, and wicked; the 1930s student was somber and radical; the 1940s student was mature; the 1950s student was silent; and the 1960s student was angry and an activist. Self-centered was a characteristic of the 1970s student, and the 1980s student was burdened by an economic crisis. The 1990s college student was more global in concerns for the environment and involvement in the local community, concerned about college expenses, and focused on a successful career (Garland & Grace, 1993). These generalizations about college students often represented both the societal trends and national events during the respective decades. As higher education institutions are often expected to confront these trends and events, student affairs has progressed by providing assistance. Regardless of the trends or events and their impact, college students are often making the final transition from adolescence to adulthood and striving for

independence, autonomy, and proving to themselves and others that they have the capacity for directing their own lives. Important to the progression of student affairs, much of this transition occurs in an out-of-classroom environment.

Organizational Structure

Student affairs, as an American led initiative, is recognized along with academic affairs and administrative (business) affairs as the administrative organization of most colleges and universities (Rhatigan, 2000; Tucker & Bryan, 1991; and Winston et al. 2001). Sandeen (1991) suggested the individual responsible for the out-of-classroom programs and services is now commonly referred to as the vice president for student affairs or dean of students. The individual Sandeen referred to may have titles ranging from vice chancellor for student affairs to director of student affairs. To avoid confusion with position titles (vice chancellor, vice president, dean, and director) the term *Chief Student Affairs Officer* (CSAO) will be used to refer to these individuals.

The CSAO has evolved from the early dean of the college, dean of men, dean of women, student personnel worker, and dean of students positions. The literature review (Chapter Two) covers the development of this position. Since its inception, the responsibilities of the CSAO have multiplied and student affairs is now one of the major administrative components of most colleges and universities. In 2003, 2,750 higher education administrators self-identified themselves as a CSAO (Higher Education Publications, 2003)

Just as a provost would be the advocate for the faculty, Weingartner (1996) and Tucker and Bryan (1991) supported Sandeens' (1991) claim that the CSAO is the senior level administrative position to advocate for students. Specifically, Sandeen suggested that the CSAO exists for the education of students; they are to be experts on the student body. This requires an

in-depth understanding of students, the ability to establish trusting relationships, being

responsive to student issues, and a willingness to take calculated risks (p. 37). Sandeen further

pointed out that the CSAO now has a level of institutional influence and student affairs agendas

are considered an integral part of the institution's priorities. Moreover, as an integral part of the

institution's senior level administration, the CSAO is expected to contribute to the overall

success of the institution while working in partnership with the president and other senior-level

colleagues.

Student Affairs Roles and Functions

Higher education institutions are complex and changing organizations. As student affairs

has tried to meet the complexity and ever-changing needs of both the institution and students, it

has become more diverse and complex (Love & Estanek, 2004). Sandeen (1991) wrote that most

colleges and universities' student affairs divisions have become so diverse in their roles and

functions that many of the offices are physically dispersed around campus. Additionally, he

characterized student affairs functions generally as: admissions and recruitment, orientation,

registration, financial aid, academic advising and support services, international student services,

student unions and student activities, counseling services, career development, residence life,

services for students with disabilities, intercollegiate athletics, child care services, student health

services, food services, dean of students, community services and learning programs, student

government, judicial affairs, student recreation and fitness programs, student religious programs,

special student populations, commuter student services, and program research and evaluation.

Beyond the functions provided above, Miller (2003) included alcohol, tobacco and other drug

programs, conferences and events, educational services to distance learners, Greek life, leadership programs, and womens programs as student affairs functions.

These general student affairs functions are institution specific and dependent on institutional problems, priorities, enrollment, student body, educational purpose, other programs and services offered, and tradition and history. The CSAO at any institution may have all or a combination of these and other roles and functions for which they are responsible. Sandeen (1991; 1996) characterized student affairs as a young profession and organization which is still evolving and will continue to adapt to the changing needs of students and institutions. As its place within an institution's organizational structure varies, the main task for student affairs is to continue to develop and deliver effective programs and services for students that fit the needs of the specific institution.

Garland and Grace (1993) wrote that student affairs has as an educational goal to develop the whole person. Further, they identified the roles and functions of student affairs through three perspectives: a student-centered orientation with a focus on students' personal needs and development; an institutional or administrative orientation with a focus on the management of programs, services, and staff; and last, a student-services orientation with a focus on both the student centered and institutional or administrative orientations, plus a focus on academic support, campus, and developmental services.

As a new century approached, Kvavik and Handberg (1999) wrote that "student affairs is continuing to provide the traditional functions, but must also place a higher value on student retention and graduation rates, enrollment management, resource management and revenue generation, academic planning, marketing, and performance assessment. In doing so, student

affairs is a strategic partner in the management and growth of the instructional programs of the institution" (p. 140).

Defining Document

Though much has been written about American higher education history, Thelin (1996) contended that Rudolph (1962, 1990) provided the most comprehensive historical review of American higher education dating from its beginnings to World War II. Thelin further contended few historical studies of American higher education addressing the events since World War II have been published. In his writings, Rudolph identified the *Yale Report of 1828* as the defining curriculum document for American higher education. However, by the end of the century, Rudolph contended that extracurricular activities of literary societies, debate clubs, and Greek letter organizations were vital aspects of students' out-of-classroom lives.

Just as the *Yale Report* defined the curriculum, Winston et al. (2001) identified the *Student Personnel Point of View 1937* (NASPA, 1987) as the first and arguably most important document to describe the philosophy of student affairs. The document articulated the philosophy of American higher education and underscored its commitment to the development of the whole person rather than solely the intellectual aspect. The original document addressed both the instruction and business management aspects of colleges and universities and a need to incorporate student services to assist in accomplishing the mission of a particular higher education institution. In 1947, the document was expanded to include the physical, emotional, spiritual, and social development of students. The document was reaffirmed in 1987. Though revised since its initial publication, the document continues to be influential in defining student affairs personnel as educators.

Skills, Knowledge and Traits

Lovell and Kosten (2000) used a meta-analytic approach to identify skills, knowledge, and personal traits necessary for a student affairs administrator. Their analysis spanned 30 years dating back to 1967. Though various studies had been conducted during this time period, Lovell and Kosten wrote that little synthesis of these studies had been done.

Initially 106 studies were identified. This initial pool was reduced to 23 as the authors' first criterion for inclusion in the study was that the publication had to relate to the topics of competencies, skills, or knowledge of student affairs professionals. The second criterion for inclusion in the study was the publication being an empirical-based study. This proved to be the most difficult criterion, as most of the publications were based on authors' personal opinions and experience rather than a quantitative or qualitative study that tested or answered research questions.

Lovell and Kosten (2000) found that most research related to student affairs occurred during the late 1960s to the mid 1980s. The initial studies focused on both establishing and defining the profession and new professionals. Eventually a broader research approach included the contributions and factors of mid- and senior-level student affairs administrators. However, this contribution did not appear until the 1980s.

Through their research, Lovell and Kosten (2000) identified administration, management, and human facilitation (counseling and staff supervision) as critical to a student affairs administrator, although they further wrote that not one skill or trait makes a successful student affairs administrator. Furthermore, Lovell and Kosten acknowledged student development theory was the desired knowledge base for a student affairs administrator, and that psychology-related theory is valued in student affairs. The desired personal traits of a student affairs administrator

identified in their study were working with others, integrity, interest in students, and a sense of humor.

Sandeens' (1991) research showed that most CSAOs have terminal degrees related to student affairs, but there is very little commonality regarding the content of their graduate work. Lunsford (1984) concurred that the earned doctoral degree is the minimum requirement for higher education institutions searching for CSAOs. Additionally, Sandeen wrote that the primary skills of management, mediation, and education for the CSAO position are learned from a variety of disciplines, so there is no prescribed path to the CSAO position. Moreover, there is no specific timeline or position that leads to the CSAO position. Sandeen wrote that the progression to the CSAO position takes several years of diverse experiences and increased responsibilities prior to being selected. The experiences and responsibilities he deemed appropriate for consideration for the CSAO position are fiscal responsibilities, management and decision making, ability to deal with stress, knowledge of technology, fund raising, legal and security matters, and multicultural education. He also commented that the CSAO is often immersed in the roles and functions of his or her prior positions, thus has spent little time on professional development opportunities.

Titles held prior to the CSAO position as identified by Sandeen (1991) are director of admissions, director of housing, counselor, director of placement, director of student unions, dean of students, dean of colleges, and professor. It is difficult to provide a common career path to the CSAO position, as CSAOs are appointed to meet the specific needs of an institution. Thus, a wide range of educational and administrative backgrounds exist among those who hold this senior-level administrative position.

<u>Uniqueness of Council for Christian Colleges and Universities</u>

According to the United States Department of Education, 4,000 degree-granting institutions of higher education exist in the United States. Approximately 1,600 of these are private, nonprofit institutions and about 900 of these institutions are self-defined as "religiously affiliated." However, only 103 intentionally Christ-centered institutions in the United States have qualified for membership in the Council for Christian Colleges and Universities (CCCU, 2005).

The CCCU's roots date back to 1955 as the Council for the Advancement of Small Colleges was established. By 1971, this organization of 10 colleges formed the Christian College Consortium. Four years later, the consortium proposed a broader association of Christian colleges and solicited additional members. With 38 member institutions, the CCCU was founded in 1976. In a time when many church-affiliated colleges and universities distanced themselves from their Christian heritage, the CCCU increased its membership to 77 members within 12 years dating to spring 1988. The CCCU currently has 105 member institutions in North America, 103 in the United States and 2 in Canada. Additionally, the CCCU has attracted 63 affiliated member institutions in 23 nations. Twenty-nine of the affiliated institutions are located in the United States.

A constant since its founding is the CCCU's mission to advance the cause of Christ-centered higher education and to help member institutions transform lives by faithfully relating scholarship and service to biblical truth. Five criteria are required of member institutions and include institutional type and accreditation, Christ centered mission, employment policy, cooperation, and institutional integrity. Specifically, institutional type and accreditation requires members be located within North America and be fully accredited in offering a comprehensive

undergraduate curriculum in the arts and sciences. Christ-centered mission require members have a public, board-approved institutional mission or purpose statement that is Christ-centered and based on historic Christian faith. Additionally, the curricular and extra-curricular programs reflect the integration of scholarship, biblical faith, and service. The employment policy requires members to hire Christians for all full time faculty and administrative positions. Cooperation is achieved when the members have a strong commitment to Christ-centered higher education demonstrated by being supportive of other Christian colleges and by active participation in the Council's programs. Institutional integrity requires members have sound finances, practice high ethical standards, and conduct fund-raising activities consistent with the standards of the Evangelical Council for Financial Accountability (CCCU, 2003)

The Christ-centered approach to higher education is the unique factor among these member institutions. This approach is the deliberate and genuine integration of faith with all aspects of collegiate life: the classroom, residence living, athletics, and student activities. Faith and biblical truth, as the guiding principles, provide the basis for students to learn and mature as they prepare for their true purpose in life and work (CCCU, 2003).

A Christ-centered approach of higher education is desired among the public as CCCU member institutions' enrollment has increased 70% during the past fourteen years ending in 2004. This significant growth is attributed to overall educational quality, academic freedom, faith commitment, expansion to new markets, and a strong sense of campus community among the CCCU institutions (Green, 2005). Additionally, the CCCU institutions retain a slightly higher (73.5% versus 71.7%) percentage of freshman students returning to their sophomore year compared to similar colleges nationally (CCCU, 2005).

Though member institutions must meet the aforementioned five criteria they are diverse:
located in 32 states; represent 33 religious denominations; have enrollments ranging from 440 to
6,500 students; offer 323 undergraduate majors and 84 graduate majors; employ 8,120 full-time
faculty members and 7,330 part-time faculty members; have 1.3 million alumni; 2000-2001
tuition ranging from $6,200 to $21,000 (average $12,160); had fiscal year 2000-2001 total
operating budgets of $2.5 billion; average institutional operating budget $26.2 million for the
same fiscal year; and had total market value of endowments of $2.4 billion with ranges of $0 to
$285 million (CCCU, 2003).

Theoretical Perspective

Though much has been written about student affairs, Sandeen (1991) provided one of the
first books specifically on the person and function of the CSAO. He contended that the position
has evolved since the 1960s at most colleges and universities and has become an integral part of
an institution's executive management. He identified three principal roles for the CSAO: (a) as
leaders, they manage people, budgets, and are timely in providing services and programs to
students, (b) as mediators, they resolve conflict and disputes both on campus and within the local
community, and (c) as educators, they plan and implement programs and services for students.

Winston et al. (2001) concurred with Sandeens' (1991) principal roles for a CSAO.
However, they modified Sandeen's model in as much as they viewed the mediation role of
dealing with conflict and disagreement as an embedded aspect of the educator, leader, and
manager domains. Furthermore, their domains of student affairs administration focuses on three
roles: (a) as educator, who actively and collaboratively engaged in promoting both student
learning and community development, (b) as leader, who provides a vision to accomplish tasks

and activities of both student affairs and the institution, and (c) as manager, who administers and coordinates people and resources to achieve goals of both student affairs and the institution.

Though all three roles are crucial, Winston et al. (2001) asserts that the cornerstone of their model rests on the educator domain. These roles are not institution specific, though circumstance may dictate the prioritizing and balancing of these roles. The CSAO must perform these roles successfully to meet the needs of the students as well as the institution.

Domains of Student Affairs Administration:
Winston, Creamer, and Miller, 2001 (p.9).
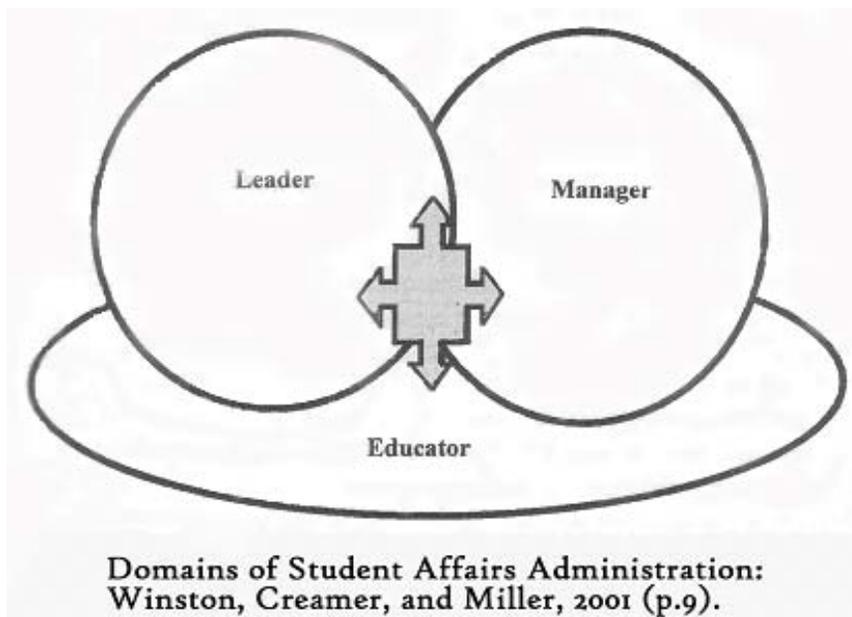
Figure 1.1 shows Winston et al. (2001) Domains of Student Affairs Administration

This study is based on the behavioral characteristics associated with the educator, leader, and manager domains of student affairs administration. Winston et al. (2001) identified the behavioral characteristics of educators and adapted the work of Gary Yukl (1998) to identify the behavioral characteristics of a manager and leader. In the educator domain, the authors identified 11 behavioral characteristics: (a) lecturing, (b) demonstrating, (c) advising, (d)

coaching, (e) modeling, (f) facilitating, (g) learning, (h) researching, (i) evaluating, (j)

collaborating, and (k) structuring. Each behavioral characteristic is defined in Chapter One.

Yukl (1998) cited job description research to identify the behavioral requirement for

effective performance of a particular type of managerial job. Manager behavioral characteristics

are defined in terms of important responsibilities and duties that must be carried out, regardless

of who holds the position. He cited 11 years of research and 7 different versions of a

questionnaire used with 10,000 managers in 12 companies in 20 countries to encompass the

development of the Managerial Position Description Questionnaire (MPDQ). In his research,

Yukl identified nine categories of managerial work, which were found fairly consistently across

the seven studies. These nine managerial position duties and responsibilities, adapted by

Winston et al. (2001), include: (a) supervising, (b) planning and organizing, (c) decision making,

(d) monitoring, (e) controlling, (f) representing, (g) coordinating, (h) consulting, and (i)

administering. Each behavioral characteristic is defined in Chapter One.

Further, Yukl (1998) identified 14 behavioral characteristics called managerial practices

based on the Managerial Practices Survey. These managerial behaviors are relevant for

understanding managerial effectiveness. Each of the managerial practices is applicable to

various manager types within various organizations. Thus, Winston et al. (2001) adapted these

behavioral characteristics to the leader domain of their model. Each managerial practice includes

behaviors that are concerned with both task and people and consist of: (a) planning and

organizing, (b) problem solving, (c) clarifying roles and objectives, (d) informing, (e)

monitoring, (f) motivating and inspiring, (g) consulting, (h) delegating, (i) supporting, (j)

developing and mentoring, (k) managing conflict and team building, (l) networking, (m)

recognizing, and (n) rewarding. Each behavioral characteristic is defined in Chapter One.

The conceptual framework of Winston et al. (2001) as adapted from Yukl (1998) will provide the theoretical perspective for this study.

Problem

The Student Personnel Point of View, 1937; 1949 (NASPA, 1987) described student affairs professionals as educators. Since this time the traditional roles of student affairs and, specifically, of a CSAO have expanded from a disciplinarian to what Sandeen (1991) and Winston et al. (2001) described as an educator, leader, and manager. One obstacle to studying the CSAO position is that student affairs as a profession and organization are still evolving and the roles and responsibilities of the CSAO vary from one campus to another. As a result, the role of a CSAO is not standardized in the specific setting of the CCCU institutions. Using Winston et al. (2001) student affairs administration domains, the researcher addressed whether or not the behavioral characteristics associated with each domain supports the claim that CSAOs are primarily educators.

Purpose

The primary purpose of this study is to determine whether CSAOs primarily consider themselves educators, leaders, or managers and whether there is a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain. A secondary purpose of this study is to generate demographic information from this population of CSAOs.

Research Questions

1. Do CSAOs primarily consider themselves educators, leaders, or managers?

2. Is there a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain?

3. Which student affairs administration domain best describes the overall responsibilities of the CSAO?

4. Which student affairs administration domain best describes the daily roles of the CSAO?

5. What student affairs administration domain is most essential to possess for an aspiring CSAO?

6. What is the demographic makeup of this population of CSAOs?

Need for the Study

Continuing to research the CSAO position as it evolves and expands is appropriate and important to the profession and those aspiring to CSAO positions. Though information is available on student affairs and CSAOs, there is a lack of research on CSAOs as educators, leaders, and managers. Specifically, the literature associated with CSAOs of the CCCU institutions is not well documented. Mahurin (2005) stated past research on CCCU senior-level administration has focused on the president and chief academic officer. In requesting CCCU support of this research study, Mahurin wrote the CCCU has interest in, and support for, this research which they believe can be of help to their student development professionals.

In my review of literature, various senior level administrators of the CCCU have been studied. Plotts (1998) provided career path information on the Presidents of the CCCU institutions; Cejda, Bush, and Rewey (2000) conducted a comparative study of the Chief

Academic Officers at these specific Christ-centered institutions of higher education. Lumsden, Plotts, Wells, and Newsom (2000) developed a profile of the CCCU Presidents. In each of these studies, one of the recommendations was specifically to review other senior-level administrative positions at the CCCU institutions. Thus, the CSAOs of the CCCU are the population of this study.

Definitions

Chief Student Affairs Officer – administrative head of the institution level student affairs unit on a campus (Winston et al. 2001).

Council for Christian Colleges and Universities (CCCU) – is an international higher education association of intentionally Christian colleges and universities, the mission of which is to advance the cause of Christ centered higher education and to help its institutions transform lives by faithfully relating scholarship and service to biblical truth (CCCU website).

Student Affairs – the organizational structure or unit within an institution responsible for students' out-of-class life and learning (Winston et al. 2001)

Educator – actively and collaboratively engaged in promoting both student learning and community development (Winston et al. 2001).

Leader – who provides a vision to accomplish tasks and activities of both student affairs and the institution (Winston et al. 2001).

Manager – administers and coordinates people and resources to achieve goals of both student affairs and the institution (Winston et al. 2001).

Mediator – an individual's skills to resolve disputes, to encourage cooperation, and to help others

learn (Sandeen, 1991).

Behavioral characteristics – though not exhaustive, each of the three domains has a list of

activities that student affairs administrators have at their command (Winston et al.

2001). Below are the educator behavioral characteristics as defined by Winston et al.

(2001).

a. Lecturing – making oral presentations of facts, theories, or information; telling how to do

something; providing illustrative examples or approaches; reporting research findings.

b. Demonstrating – displaying behavior or manipulating equipment to explicate a principle,

teach a process, or exhibit an approach.

c. Advising – listening to interests or concerns; aiding in identification of available

resources; explaining institutional rules and procedures or laws; initiating cooperative

problems solving; challenging unexamined assumptions, beliefs, and prejudices;

providing emotional support.

d. Coaching – showing how to do something; offering suggestions; providing feedback

about quality of performance; providing opportunities for practice in achieving mastery;

helping perfect an activity; praising exemplary performance (usually done one-on-one).

e. Modeling – showing by example; allowing self to be observed.

f. Facilitating – assisting a individual or group to make meaning of experiences;

encouraging expression of feelings and examination of effects to others; encouraging

discussion of ideas and exploration of implications; enabling democratic decision

making.

g. <u>Learning</u> – gaining knowledge and skills through study and self analysis; being a lifelong learner.

h. <u>Researching</u> – seeking understanding of facts, theories, or conditions through systemic inquiry.

i. <u>Evaluating</u> – providing critique of ideas, performances, or product reflecting a comparison with a standard of excellence; correcting mistakes or errors.

j. <u>Collaborating</u> – engaging jointly with others to accomplish a goal; joining an individual or group in solving a problem or learning new material; participating as an equal in a collective process.

k. <u>Structuring</u> – providing assignments or tasks designed to explicate subject matter; creating exercises and opportunities for practice; identifying resources; offering a framework for examination of ideas, beliefs, values, and research methods and findings; creating or reinforcing a psychosocial environment conducive to learning.

Winston et al. (2001) define the behavioral characteristics of leaders as the following:

a. <u>Planning and organizing</u> – determining long-term objectives and strategies, allocating resources according to priorities, assigning responsibilities to staff; determining how to improve coordination and effectiveness of organizational unit.

b. <u>Problem solving</u> – identifying and analyzing work related problems; acting decisively to implement solutions.

c. <u>Clarifying roles and objectives</u> – assigning tasks; providing direction on how to do work; clearly communicating responsibilities, task objectives, deadlines, and performance expectations.

d. Informing – disseminating relevant information about decisions, plans, and activities; answering questions and requests for information.

e. Monitoring – gathering information about work activities and external conditions; checking on the progress and quality of work; evaluating performance of individuals and units.

f. Motivating and inspiring – using influence techniques that appeal to emotion or logic to generate enthusiasm, commitment to work tasks, compliance with requests for cooperation, assistance, support, or resources.

g. Consulting – checking with people before making changes that affect them; encouraging suggestions for improvement; inviting participation in decision making; incorporating ideas of others in decisions.

h. Delegating – allowing subordinates to have substantial responsibility and discretion in carrying out activities, handling problems, and making important decisions.

i. Supporting – acting friendly and considerate; being patient and helpful; showing empathy and support when someone is upset or anxious; listening to complaints and problems; looking out for someone's interests.

j. Developing and mentoring – providing coaching and helpful career advice; doing things to facilitate staff skill acquisition, professional development, and career advancement.

k. Managing conflict and team building – facilitating constructive resolution of conflict; encouraging cooperation, teamwork, and identification with the unit.

l. Networking – socializing informally; developing contacts with persons who are sources of information or support; maintaining contact over time.

m. <u>Recognizing</u> – providing praise and recognition for effective performance, significant achievements, and special contribution.

n. <u>Rewarding</u> – providing or recommending tangible rewards for effective performance, significant achievement, and demonstrated competence.

Behavioral characteristics of the manager domain as defined by Winston et al. (2001) are:

a. <u>Supervising</u> – improving the performance of subordinates by working with them to analyze work behaviors and developing strategies to build on strengths and overcome weaknesses.

b. <u>Planning and organizing</u> – formulating short-term plans; developing budgets; translating long-term plans into operational goals; recommending and developing policies and procedures.

c. <u>Decision making</u> – making decisions in unstructured situations with incomplete information; authorizing deviations from policy to meet demands of new situations.

d. <u>Monitoring indicators</u> – monitoring internal and external factors and forces that may affect the unit, division, or institution and students.

e. <u>Controlling</u> – developing schedules; assessing benefits and costs of programs and services; analyzing operational effectiveness.

f. <u>Representing</u> – answering questions; responding to complaints; promoting a positive image of the unit, division, and institution.

g. <u>Coordinating</u> – communicating with internal and external publics; meeting schedules and deadlines; solving problems; maintaining smooth working relationships with peers; mediating disagreements and conflict between key individuals.

h. <u>Consulting</u> – keeping current with developments in the field; introducing new techniques and technologies into the organization; acting as an expert advisor or troubleshooter for others in the institution.

i. <u>Administering</u> – performing basic activities such as locating information on policies and procedures; analyzing routine information; and maintaining detailed and accurate records and documents.

<div align="center">Assumptions</div>

The assumptions for this research are as follows:

1. I assume the person responding to the survey is indeed the Chief Student Affairs Officer.

2. I assume the CSAO will provide adequate and accurate responses.

3. I assume this method of data collection is appropriate for the desired information.

4. I assume this study will add to the literature on the CSAO, student affairs, CCCU, and higher education.

<div align="center">Delimitations</div>

The delimitations for this research are:

1. Only CCCU Chief Student Affairs Officers were selected to participate in the study.

2. Only institutions in the United States were included.

3. The CSAO is referred to by various titles, thus the survey was directed to the individual who assumed the responsibilities of such position.

4. Only survey questionnaires received prior to July 26, 2005, were included in this study.

5. This study examines the roles of CSAO specifically as educators, leaders, and managers. This study does not examine leadership, management, or education.

Limitations

The following were limitations for this research:

1. This study and its findings were conducted among the member institutions of the CCCU in the United States, and findings should not be generalized to other types of institutions.

2. The method of collecting information for this study was through a web-based survey. Thus, the validity of the survey method is dependent on the willingness to participate, honesty, accuracy, and clarity of the response from the CSAO. However, the possibility of error in the coding of information gathered does exist.

3. Only limited demographic and behavioral characteristics were sought and included in the study.

Chapter Summary

As the American higher education system has evolved so has student affairs. Influenced by various ever-changing events, student affairs and the CSAO have emerged from a student conduct and disciplinarian role to the current diverse programs and services offered to complement the academic mission of a specific higher education institution. Regardless of the institution, the basic philosophy of student affairs is unchanged and is configured to meet both the academic mission and student needs of a specific institution. Nuss (1996) wrote that student affairs was originally founded to support the academic mission of the college, and one of the characteristic strengths of American higher education is the diversity among the missions of

these institutions. Further, she added that the sustained commitment of student affairs to supporting the diversity of the institutional and academic missions over time is a hallmark of the history of the profession.

Rhatigan (2000) contended that student affairs is largely an American higher education invention. Though beginning in the nineteenth century, the profession is, for the most part, a twentieth century phenomenon. From the early title of dean of the college, the CSAO is now often referred to as the vice president for student affairs. This senior level administrative position now provides an overall direction for a division, or area, for students' out-of-classroom experiences.

As institutions are diverse in their missions and student needs, so are the roles of the CSAO. Thus, the CSAO roles are not standardized in the specific setting of CCCU institutions. Using Winston et al. (2001) domains of student affairs administration, the researcher attempts to answer the research questions.

CHAPTER 2

REVIEW OF THE LITERATURE

Though the literature is vast on management, leadership, and education, this study is focused on managers, leaders, and educators. The review of literature is divided into four sections. The first section provides historical titles leading to the CSAO. The last three sections review a manager, leader, and educator from a broad perspective, to a higher education perspective, and then specifically as a CSAO.

CSAO Historical Titles

The position to administer the out-of-classroom programs and services for students over the past 100-plus years has been referred to as dean of the college, dean of men, dean of women, dean, vice president and most recently CSAO. Though his official title was dean of the college and later dean of men LaBaron Briggs, an English faculty member at Harvard, is identified as the first student personnel worker in 1890. As enrollment increased, Briggs' appointment allowed the president and faculty to transform a college into a university (Rhatigan, 2000).

Though Briggs is viewed as the first student personnel worker, Nidiffers and Bashaw (2001) identified the first female higher education administrator during the mid-nineteenth century as matrons or disciplinarians for young women in coeducational colleges. Additionally, Nidiffers and Bashaw wrote that, towards the 1880s, it was a common practice of coeducational liberal arts colleges in the Midwest to have such a female administrator's presence on campus for female supervision and moral guidance. It was not until 1890s that female administrators were referred to as dean of women.

The literature identified three women whom were vital to the establishment of the dean of women position. However, debate does exist as to who held the first dean of women position and the actual date of appointment. Tuttle (1996) identified Adelia Johnston as serving this role as early as 1869 at Oberlin College. Sandeen (1991) points to Adelia Johnston of Oberlin College in 1900, Eliza Mosher, of University of Michigan in 1892, and Marion Talbot of the University of Chicago as instrumentalist in meeting the needs of female students. However, he identified Dean Talbot as the female pioneer as her roles and responsibilities aligned more with Dean Briggs at Harvard.

Rhatigan (2000) described these early student-centered individuals as diverse, with high ideals, warmth, optimistic, and genuine (p. 8). Further, he wrote they were religious, possessed strong leadership qualities, had a teaching background in the liberal arts, and demonstrated compassion, affection, and concern for students. As individual colleges and universities were unique, the roles, responsibilities, and activities of the early dean positions were undefined. Though undefined, the premise of their work centered on the wholeness of the individual student and the need to address the out-of-classroom experiences.

Towards the conclusion of the 1930s and the beginning of the 1940s, the dean of men and women positions were combined to establish a new institutional officer to administer the out-of-classroom programs and services for all students, regardless of gender. This new position was titled dean of student affairs. The University of Texas, Austin, and the University of California, Berkeley, were catalysts in this movement, and Sandeen (1991) stated most colleges and universities soon followed with the appointment of one campus-wide dean position for all students.

Rhatigan (2000) emphasized the new dean position was no longer the inspirational figure it once had been, but centered on the administrative abilities of an individual. He described this new position as more central in creating a campus environment and developing a comprehensive approach of student programs and services. This movement is of historical significance for student affairs as the out-of-classroom programs and services for students became centrally administered by one position.

Approximately three decades later, the title of this administrator would change yet again as the 1960s concluded and 1970s approached. Sandeen (1991) provided the increase of student enrollment including more female students, societal uprisings, government involvement, legal challenges, civil rights movement, educational access, military combat, and higher educations' new commitment to research and scholarship during this era allowed the centralized student affairs administration effort to survive. These events assisted with the establishment of the new vice president for student affairs position. Sandeen (1991) indicated for the first time in its short history, student affairs was now recognized as a critical component of a higher education institution's organizational structure. Equally important, the effort to advance student programs and services were now lead by one senior level administrator. Rhatigan (2000) wrote that the creation of this new position allowed women to be considered for a senior level administrator role in higher education.

As the 1990s began, Sandeen (1991) identified this senior level administrator as the chief student affairs officer. He further provided four major principle roles of a CSAO as leader, manager, mediator, and educator. While the role of the CSAO has evolved the educator, leader, and manager role has had little attention in the literature. Using Sandeen's model as a premise,

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Winston et al. (2001) include the mediator role as an aspect of the other three. Thus, their prospective is that a student affairs administrator is an educator, leader, and manager.

Manager

Broad Perspective

The literature described management as a principle, concept, idea, or technique to meet an objective; whereas, managers provide the daily how to in meeting an objective. Additionally, literature associated with managers is generally written from a business prospective with regards to their work, behavioral characteristics, hierarchy, and skills. Yukl (2002) stated the term manager is an occupational title of a large number of people generally categorized as lower, middle, and top.

The practice of management is ancient and essential to organized endeavors whether by military, religious, social, political, or economic enterprises (Yukl, 2002). When the practice of management began is a matter of debate, but there is evidence that even the most primitive groups worked together to satisfy their needs. The study of management and managers is an unfolding story of changing ideas about the nature of work, the nature of human beings, and the functioning of organizations (Wren, 1994).

Wren (1994) wrote that prior to the industrial revolution era the practice of management could not be assessed as it lacked a common language and identifiable elements of improvement. Thus, a coherent body of literature was not formed. It was not until the forming of a new nation and government that industrialism developed and so did the need for managers.

Opposed to working in the home or in craft shops, the factory became the central workplace for many Americans during the 1830s (Wren, 1997). As various textile industries

developed and profit was a primary objective, entrepreneur supervision of employees diminished and the need for a new level of supervision was realized. As a result, textiles are one of the first industries where managers were identified. As no formal body of literature was available for these managers, they relied upon their personal traits and understanding of a specific industry to manage.

Though textiles were a great influence on American's industrialism, the railroad industry during the mid 1800s advanced the notion of a market driven economy. Another identified manager during this industrial revolution was the railroad engineer. Compared to the textile manager, railroad engineers were more educated and technically skilled. It was not only their technical skills of building railroads and designing machinery that was expected of this new type of manager. This new manager had financial responsibilities and, more importantly, they were identified as a leader in a business firm (Wren, 1997).

From the textile and railroad industries of the mid-1800s the manager emerged. However, the twentieth century is characterized as the age of management and managers as literature from professional societies, journals, books, and overall interest in management and managers emerged and flourished (Yukl, 2002; Mintzberg, 1989; Wren, 1997). Prior to the twentieth century, Kotter (1982) explained people largely depended upon themselves, farmers, craftsmen, traders, and landlords for goods, services, and employment. Today, people depend primarily on managers.

Need for Managers

Mintzberg (1973) recognized that change and imperfection are apparent in organizations and a specialist is needed to maintain the organization. Thus, Mintzberg provides a rationale on

why organizations need a specialist, or individual he referred to as a manager. First and foremost, the manager is to ensure the organization meets its stated purpose of production or service. Second, a manager must design and maintain the stability of the organization through resource allocation. Third, a manager is needed to provide direction and introduce change while limiting disruption in the organization. Fourth, a manager must ensure the organization meets the expectations of its stakeholders through decision making. Fifth, a manager serves as a liaison of information among various constituents. Last, a manager is needed in organizations to assume various roles in unforeseen situations.

Managerial Work

Throughout the twentieth century researchers have relied upon observation, diaries, and interviews to assess what managers do (Yukl, 2002). Three influential writers of the early twentieth century, Henri Fayol, Mary Parker Follett, and L.H. Gulick advanced the understanding of a manager. Fayol concluded through his management principles that a manager must plan, organize, coordinate, and control. Follett classified the work of business managers as influencing, coordinating, and controlling. Gulick's study of chief executives described managers' work with the acronym POSDCORB: planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Miner (1995) concluded that the literature during this early era identified ten common managerial work descriptors consisting of planning, organizing, staffing, influencing, controlling, coordinating, representing, decision making, communicating, and bargaining.

Yukl (2002) cited two major research approaches of managerial work. First, Mintzbergs' (1973) observation approach assessed the various roles managers apply. The second approach centered on job description research, which Yukl relies.

Though some 30 years removed, Mintzberg's study of the early 1970s is one of the most comprehensive empirical studies of managerial work. Mintzberg (1973) developed a perspective of managerial work and characterized a manager's roles into three managerial activities of interpersonal, informational, and decisional.

Formal Authority and Status

Interpersonal Roles
Figurehead
Leader
Liaison

Informational Roles
Monitor
Disseminator
Spokesman

Decisional Roles
Entrepreneur
Disturbance handler
Resource allocator
Negotiator

The Manager's Roles
Mintzberg, 1973 (p.59).
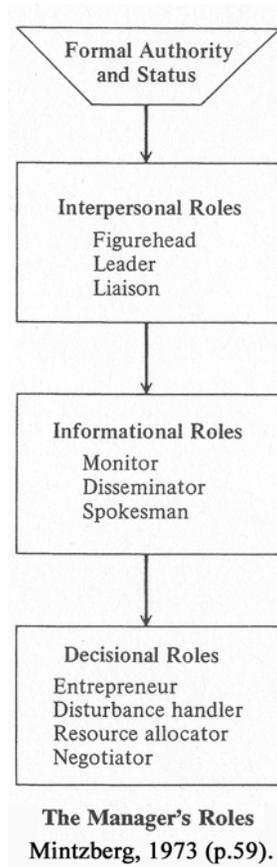
Figure 2.1: The Manager's Roles

The interpersonal managerial activity consists of the figurehead role, as the manager performs a number of ceremonial duties; the leader role is among the most significant roles as

the manager defines the work atmosphere; and, as a liaison, the manager establishes and maintains external relationships among various constituents.

The second managerial activity is concerned with receiving and transmitting information. As a monitor the manager gathers and interprets information from and to various sources; in the disseminator role the manager informs various constituents in the organization of the privileged information obtained in the monitor role; last, as a spokesman, the manager is called upon to speak on behalf of the organization both to internal and external sources.

The last managerial activity is the roles associated with decision-making. This activity includes scheduling of time, meetings, trouble shooting, developing strategies, and negotiating with other organizations. As an entrepreneur the manager is to make voluntary controlled change while exploiting opportunities and solving problems associated with change; as a disturbance handler the manager responds to the pressures of involuntary change in the organization; a manager also allocates resources of money, time, material, and equipment; an organization is often involved in non-routine negotiations with other organizations and individuals, thus, it is the manager's role as negotiator to facilitate such communication.

Important to this study is the work of Yukl (1998) as he relied upon the earlier job description research of Hemphill (1959) and Mahoney, Jerdee, and Caroll (1965) to identify manager behavioral characteristics. Yukl stated job description research identifies the behavioral requirement for effective performance for any type of managerial job. Manager behavioral characteristics are defined in terms of important responsibilities and duties that must be carried out, regardless of who holds the position. He cited 11years of research and 7 different versions of a questionnaire with 10,000 managers in 12 companies in 20 countries resulting in the development of the Managerial Position Description Questionnaire (MPDQ). In his research he

identified nine categories of managerial work, which were found fairly consistent across the seven studies. These nine managerial position duties and responsibilities, adapted by Winston et al. (2001), include: (a) supervising, (b) planning and organizing, (c) decision making, (d) monitoring indicators, (e) controlling, (f) representing, (g) coordinating, (h) consulting, and (i) administering. Each behavioral characteristic is defined in chapter one.

Beyond these two major approaches, Stewart (1967; 1982) developed a model in which he classified managerial work into three areas: demands, constraints, and choices. Demands are minimal expectations and activities one must perform that include: preparing budgets and reports, attending meetings, authorizing expenses, and conducting performance evaluations. Constraints can be defined as rules, regulations, policies, and the availability or lack of resources. Last, a manager may choose the work in which to participate. Though demands and constraints often limit choices, through time a manager learns to navigate the demands and constraints to increase their opportunities for more choices. Sayles (1964) study of corporate lower and middle managers described three aspects of managerial work: the manager as a participant, the manager as a leader, and the manager as a monitor.

Regardless of the approach to describe managerial work, Yukl (2002) further identified consistent patterns of managerial work as hectic and unrelenting as managers work long hours and often take work home; fragmented and varied as managers daily activities and interactions are brief; and more reactive than proactive as managers focus on the present. He adds, the nature of managerial work is ever changing because of the influence by economics, politics, society, and globalization. Unlike traditional managers, managers of the present and future are more entrepreneurs than managers.

Hierarchy and Skills

The literature identified that managers can be categorized by certain skills that are needed at the different levels for effectiveness. Katz (1955), Hersey (1994), and Yukl (2002) recognized there are managerial hierarchies and skills needed for each level. Katz categorized that top level managers use conceptual skills most often, lower level managers utilized technical skills most often, and middle level managers used people skills most often. Hersey identified four levels of managers as the non-manager who performs the hands-on work, the supervisory manager whom is directly responsible for the work of others, the middle manager whom is chiefly responsible for the supervisory manager, and at the top of the hierarchy, the executive manager whom is directly responsible for the overall organizational effectiveness. Technical, human relations, and conceptual skills are important to all regardless of the level within the hierarchy, however, Hersey provided technical skills are most needed at the non-manager level, whereas conceptual skills are most needed by the executive. The supervisory and middle managers have of a balance of technical and conceptual skills, but rely mostly on human relations skills. Yukl categorized a manager as low, middle, and top. Though all need interpersonal, cognitive, and technical skills, the degree of each is dependant on the managerial level.

Effective Managers

Beyond the work of managers and why organizations are dependent upon them, Kinlaw (1994) identified practices that distinguish superior managers from those who are not. Superior managers do the following: focus on action by making things happen; meet objectives and solve problems; set high standards of performance for both quality and productivity; seek continual improvement; interact with both internal and external constituents; promote positive

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relationships both inside and outside the organization; provide for the development and advancement of others; lend importance to organizational team building through cooperation and commitment; and demonstrate character by displaying personal ethics. He provided the key to meeting these foci successfully is one's commitment to getting the job done.

Sayles (1979) described effective managers as men and women of action, moving from goals to plans to execution. He further summarized the literature associated with managers as indicating good managers plan ahead, select qualified subordinates, reward the best performers, maintain open communication, and encourage feedback. Kotter (1990) provided an effective manager produces through predictability and order by setting goals, establishes action plans and deadlines for completion, and allocates resources. Yukl (2002) described an effective manager as one whom values stability, order, and efficiency and is concerned with how things get done and tries to get people to perform better. Similar to Mintzbergs' (1973) study of managerial work, Yukl continued effective managers build relationships, make decisions, exchange information, and influence others. He acknowledged that most scholars agree successful managers also lead (p. 6).

<div align="center">Higher Education Perspective</div>

People who are called manager in the secular world are called administrators on a college campus (Weingartner, 1996, p. xv). Compared to the business sector, management and managers as a concept and descriptor in higher education stimulates a negative reaction from many. Thus, administration and administrators are preferred terms as they are perceived to be more professional (Keller, 1983).

Birnbaum (2000) reminds us though higher educations' emphasis is on teaching, learning, and knowledge, higher education institutions were not immune from the managerial influence of the twentieth century. He cited a 1910 study by Morris Llewellyn Cooke as the infusion of management into higher education. The study concluded uniformity among higher education institutions did not exist and the general principles of management associated with the business sector were applicable to higher education. Since this study, higher education institutions have been continually under criticism to be more effective and efficient, as they are often compared to business and government organizations.

To address these criticisms, Birnbaum (2000) cited two management revolutions in higher education which advanced higher education administration and the infusion of administrators. The first era, 1900-1960, emphasized making higher education more efficient and accountable. He termed this approach as managerialism, as higher education institutions appointed businessmen as trustees, incorporated data more into decision making, and hired new professional administrators with educational administration training. Towards the end of this era, the GI Bill was implemented and higher educations' focus was on expansion and the growth of student enrollment. This growth of students expanded the need for administrators.

The second revolution, 1960-2000, focused on cost effectiveness to provide education for the masses at the lowest possible cost. The focus of administrators was no longer only of people and processes, but of information. Computer technology made it possible to better manage information and afforded the opportunity for administrators to better plan, manage, evaluate, and make decisions. An objective during each revolution was the desire to make higher education more businesslike.

The "administered university" as termed by Lunsford (1970) was influenced not only by efforts to address the effectiveness and efficiency criticisms, but by increased student enrollment, legal issues, government regulations, technology, student financial aid, and grant and contracts. Higher education administrators originally came from the faculty as admired leaders or likeable colleagues (Salmen, 1971). As higher education became more administratively complex during the twentieth century faculty members serving as amateur administrators diminished (Birnbaum, 2000). Thus, giving raise to more formally trained administrators.

Administrators Necessity

The importance of higher education administrators can not be overlooked. An administrator affords the opportunity for faculty and staff to attend to their work without distraction (Higgerson & Rehwaldt, 1993). Fish (2003) defended the worth of higher education administrators. He stated that administration is, at the heart, an intellectual task. Administrators are needed to develop, implement, and administer the policies and procedures of the institution which allows faculty and students to tend to their intellectual pursuits. He concluded his article with an analogy, referencing James I of England as saying "No bishops, no king." Fish says "no administrators, no life of the mind."

Though their necessity may often be questioned, Fife and Goodchild (1991), Weingartner (1996), and Kasher (1990) referenced that administrators are considered one of the primary internal groups of higher education institutions joined by boards of trustees, faculty, and students. Further, Fife and Goodchild recognized that administration of a higher education institution is now one of the four primary activities along with teaching and learning, research, and public service.

Types of Administrators

Beyond the general hierarchy structure of managers, higher education differentiates between the types of managers. Palfreyman and Warner (1996) identified two different types of higher education administrators: those who run academic departments or units, teaching, research, or both, and those who run service departments or units.

Regardless of the type of administrators Blake, Mouton, and Williams (1981) adapted their managerial grid of Blake and Mouton (1964) to academic administrators based on institutional performance, task, and concern for people. They identified five types of academic administrators as: caretaker, who emphasize little effort among administration and people; authority-obedience, who emphasize high administration with little people interaction; constituency-centered, who emphasize a balance between both administration and people; comfort and pleasant, who emphasize high concern with people and little attention towards administration; and team, who emphasize both administration and people at a high level. The optimum academic administrator is concerned with both institutional performance and its constituencies.

Administrator Hierarchy

Higher education generally categorizes administrators similar to the traditional business hierarchy. Murray (1999) identified similar titles of chancellor, president, provost, and vice president as the senior level administrators. These administrators generally have a tenured academic appointment should they relinquish their administrative post. He referred to these administrators as "monarchs" or "royalty" as they possess such an appointment. This group of administrators develops policy, but leaves the implementation to subordinates. Much of the

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literature associated with higher education administrators utilizes this group as their study population.

Deans, associate and assistant vice presidents, directors, planning officers, business officers, registrars, and comptrollers are examples of middle level administrators identified by Murray. Rosser (2000) classified these middle manager positions as specialists, and adds collectively they represent the largest administrative group in most higher education institutions. Middle level administrators generally implement policies. Lastly, Murray identified new or first level administrators as department chairpersons, associate and assistant directors, and assistant to positions as entry level administrators which enforce and execute policies.

Administrators Work

The United States Department of Labor Bureau of Labor Statistics described an education administrator as one whom provides leadership, direction, and daily management in various educational settings including higher education. This may be accomplished through the setting standards and goals, establishing policies and procedures, supervising of personnel, developing programs, managing guidance and student services, record keeping, and budgeting. The interaction with various internal and external constituents of faculty, students, parents, and community members are important as well. Based upon the nature of work, an education administrator is classified with other management, business, and financial occupations. Though the position can be categorized as fast-paced, stimulating, and rewarding, the responsibilities of an education administrator has increased in recent years and, as a result, is more demanding and stressful (Bureau of Labor Statistics, Website, 2003).

Levin (2000) provide there are few empirical investigations of higher education manager

behaviors and actions, thus, little real guidance for practitioners (p. 31). Confusion does exist

among higher education administrators functions (Salmen, 1971; Levin, 2000; Seldin &

Higgerson, 2002). Though there may be some confusion, Seldin and Higgerson provide

administrators are generally expected to know how to handle fiscal and budgetary matters,

interact with various constituents of trustees, government agencies, and courts while being an

expert in public relations, fundraising, and collective bargaining. Expertise in human relations,

budget analysis, organizational strategy, and management are also expected. Salmen adds higher

education administrators should always be conscious of the students, which are the purpose of

most of their effort (p. 27). Similar to Yukl (2002), Dill (1984) described higher education

administrators as performing a variety of work at a continuous pace, with diverse work activities

that are fragmented and brief; they prefer current, specific, and ad hoc activities; they also prefer

verbal communication, and develop informal information systems.

In short, the work of higher education administrators has become more complex, more

pressured and more businesslike since the beginning of the twentieth century. Their necessity

has been justified throughout this period and, just as higher education institutions are diverse, so

are the functions of these administrators.

CSAO as a Manager

Other than the president, Garland and Grace (1993) identified the dean of students as the

first college administrator. However, their administrative duties were not perceived to be

traditional as they primarily served as disciplinarians and housing supervisors. Rhatigan (2000)

refers to the early dean of students as "moralizers" and further contends it was not until the

1940s that the dean of students centered on administrative duties. Lovell and Kosten's (2000) research identified administration and management as critical to a student affairs administrator. They further stated not one skill or trait makes a successful student affair administrator

Davis' (2002) study of CSAOs identified their daily work as evenly divided among student services, student learning, and student development. Important to this study, the student development area included aspects associated with administrative functions. Rubosin (1989) utilized the CAS Standards to determine CSAOs spent more time on student development, but administration tasks were also important. Roper's (1995) study of private religious college presidents and CSAOs concluded administration was important to a CSAO. Scharre's (1996) study of CSAOs of the southeast determined much time was spent on budget administration, student conduct, staff supervision, residence life, conflict resolution and problem solving, goal setting, and legal aspects. Each of these studies implies the managerial role of CSAOs.

Deegan (1981) and Ambler (2000) recognized the literature associated specifically on the CSAO as a manager is not plentiful. Sandeen (1991) provides one of the first books on the person and function of the CSAO, specifically as it relates to a manager. Ten years later Winston et al. (2001) identified the manager domain as important to student affairs administration. Ambler (2000) further wrote that only recently has attention been devoted to understanding and defining student affairs management. Further, he shares the manager role of a CSAO continues to be defined and influenced by the establishment of enrollment management, use of technology, and privatization of student services.

Though not plentiful, Deegan (1981) stated there are two basic premises to managing student affairs programs and services. The premises center on understanding both student affairs and management from a historical and philosophical prospective. The student affairs premise is

generally learned through academic preparation, but regrettably, the management aspect is often learned from on the job training through trail and error (Ottinger, 2000; Deegan, 1981). Deegan, identified the major functions of student affairs managers as planning, organizing, budgeting, staffing, directing, and evaluating.

McClellan and Barr (2000) wrote that a student affairs manager is one who organizes human and fiscal resources to meet both institutional and area goals, while being efficient, effective, and ethical (p. 197). Further, the literature identified a CSAO must be knowledgeable and skillful in understanding not only the management of student affairs, but the management of the institution as well (Sandeen, 1991; Winston et al. 2001; Komives & Woodard, 1996; and Barr & Desler, 2000). Garland and Grace (1993) described a student affairs administrator of the late twentieth and twenty first century as an environmental scanner, milieu manager, market analyst, legal advisor, development officer, researcher, and quality assurance specialist. All of which are manager-type roles.

An effective CSAO as a manager is one whose vision and enthusiasm cause others to support student affairs (Ottinger, 2000; Sandeen, 1991; Winston et al. 2001). Beyond creating such support and possessing the ability to manage diverse programs and services for students, the CSAO must also manage people, policy, money, and facilities efficiently. Sandeen (1991) offered the following for an effective CSAO as a manager. First, the CSAO knows the institution and the smaller communities of students and faculty. The CSAO is also seen as the ecology expert of the campus. Third, the CSAO communicates clear and understandable objectives and avenues for implementations. Next they create opportunities for staff and others to grow, learn and be successful and understand the importance of being flexible as an organization and individual. Sixth, they demonstrate fiscal responsibility. The CSAO also establishes and

continues a positive rapport with students while being mindful of the realities of the campus and community. They establish work environments which are centered on openness, trust, and cooperation, and conduct regular assessments to advance student programs and services. Tenth, the CSAO promotes a team approach by involving others in student affairs, demonstrates a genuine concern for others, and realizes they must accept criticism for the division. Last, the CSAO insists on excellence from staff and self and demonstrates compassion (p.108-119).

Ottinger (2000) wrote for a CSAO to succeed as a manager, they must have the ability to: assess the environment of the institution; comprehend institutional issues and internal policies; develop credibility with faculty; become experts on students expectations, needs, and interests and be able to articulate them to others in the institution; be able to explain the goals of student affairs and student development to others in the institution in terms that are meaningful to them; contribute to the quality of the academic experience; contribute to the effective and efficient management of the institution and be prepared to take leadership in the formulation of institutional responses to changing conditions; and develop appropriate skills (p. 148).

Important to this study, are the behavioral characteristics identified by Yukl (1998) and adapted by Winston et al. (2001) as the manager domain of their model. The behavioral characteristics include supervising, planning and organizing, decision making, monitoring, controlling, representing, coordinating, consulting, and administering.

Leader

Broad Perspective

Not until the twentieth century did research on the topic of leaders advance (Roberts, 2001; Yukl, 2002). Literature associated with leaders and leadership is not conclusive. The

literature does not support a definite single theory, specifically identify what constitutes

effectiveness, nor specifically addresses how to develop leaders (Green, 1988; Yukl, 1998).

Though describing leaders is complex, allusive, and difficult to fully understand, a general frame

of reference is a leader influences others to produce a desired result. Mallory (1991) stated most

of leading is trail and error.

Since Stogdill's (1948) early trait theory, the study of leaders has progressed to Kouzes

and Posner's (2003) research in which they described a leader as one who challenges the process,

inspires a vision, enables others to act, models the way, and last, encourages the heart. Much of

this progression and attempt to understand leaders has been greatly influenced by

industrialization. Roberts (2001) referred to industrialization as the hallmark of the twentieth

century. He wrote that this was a period of incredible expansion of productivity, commerce,

transportation, and communication in the United States that changed the circumstances of work,

living, families, and communities. Industrialization, specifically mass production, required a

large populace of unskilled and semiskilled laborers and a smaller number of elite managers and

leaders (p. 382). It is from this context, Robert's noted, that leaders advanced.

Major Research Approaches

Much of the major research on leaders during this past century has centered on social

scientists attempts to discover what traits, behaviors, sources of power, or aspects of a situation

determine a leader's effectiveness. One of the earliest approaches attempted to identify specific

traits of leaders. The underlying assumption was natural leaders possessed certain traits others

did not. Stogdill (1948) reviewed more than 100 studies and identified several specific traits that

appeared to contribute to one's potential as a leader, including: intelligence, alertness, insight,

responsibility, initiative, persistence, self-confidence, and sociability. His research failed to identify any traits which would guarantee success. However, he did note shared goals among leaders and followers as important.

More recently, Goleman (2001) stated besides intelligence and technical ability, emotional intelligence, which he defined as understanding ones' and others' emotional make up well enough to guide towards the accomplishment of goals, is what makes a leader. Bennis (1989) described the basic ingredients of a leader as integrity, dedication, magnanimity, humility, openness, and creativity. Goffee and Jones (2001) wrote that there is a general agreement in the literature that leaders need vision and energy to lead.

Yukl (2002) differentiated traits and skills of leaders from non-leaders. He described the traits of a leader as adaptable to situations, alert to social environments, ambitious, assertive, cooperative, decisive, dependable, dominant, energetic, persistent, self-confident, tolerant of stress, and willing to assume responsibility. Further, a leader is intelligent, creative, diplomatic and tactful, fluent in speaking, knowledgeable about the work, organized, persuasive, and socially skilled (p. 178). Though traits do not guarantee success as a leader, the commonalities of this approach appear to be the importance of intelligence, self-confidence, vision, energy, initiative, communication, organization, and being socially skilled as one leads.

Discouraged with the trait approach findings, researchers began to investigate managerial behaviors. This approach examined whether the leader was task- or people-oriented. The Ohio State University Leadership Studies and the University of Michigan provided the early research on this approach. Their findings were similar, thus, it can be concluded that leaders focus on both task and people to produce results.

Important to this study is the research of Yukl (1998, 2002). Yukl's identified 14 behavior characteristics he termed managerial practices. The behavioral characteristics are both task- and people-oriented and generic enough to be applied to different kinds of managers, but specific enough to relate to the unique situational demands and constraints. Though he recognized the importance of the behavioral characteristics, they may differ from one type of manager to another.

The third research approach centered on a leader's power of influence on others. The two types of power are identified as position power and personal power. Position power is the leaders influence over others simply because of the position they hold within an organization. Legitimate, reward, and coercive are types of position power. Personal power is the leader's influence over others because of the knowledge of a specific task or through loyalty or friendship. Referent and expert power are types of personal power.

The situational (Hersey & Blanchard, 1988) and contingency (Fiedler, 1967) approaches emphasized situational characteristics. Hersey and Blanchard concluded situational settings can be designed and controlled to achieve desired results. Fielder found a leader's behavior to situations effected desired results. He concluded that as a situation heightens, the manager should decrease their task behavior and increase their relationship behaviors.

It is from these four major approaches leaders are often described. Yukl (2002) wrote most researchers investigate leadership from a narrow aspect which results in very distinct lines of research to describe leaders. Important to note, leaders rely upon each of these approaches to influence others as they lead.

Are Leaders Born or Made

The literature associated with leaders often addressed whether they are born or made. Nathan (2003) alluded to the early classical thought of Plato and Aristotle centered on the premise leaders are born. Opposed to the classical thought, Green and McDade (1991) wrote that there is general agreement in the literature now that leaders are made, not born. Bennis (1989) concurred with the leaders are made notion and adds leaders are not made as much by others as by themselves. As he explained, true leaders make more of their own experiences. Kouzes and Posner (2003) stated that all leaders are born and all leaders are made. Their reference is that each individual innately possess a set of skills and abilities. Kotter (1988) agreed some skills and abilities are innate, but added most of the characteristics leading to effective leaders are learned. Mallory (1991) summarized learning to lead can be acquired. Though the question of whether leaders are born or made has historically been an aspect of the literature, there is a consensus that leaders are made.

Manager Compared to Leader

Important to this study is distinction between manager and leader. An article in The Chronicle of Higher Education described a manager and leader as two different kinds of beast. A good manager is portrayed as one aware of their subordinates strengths and weaknesses, aiming to exploit the strengths and compensate for the weaknesses. A good manager is also keenly aware of what motivates these individuals. Last, the article contends managers often concentrate on the worst qualities of their subordinates and attempt to reform them. In contrast, the article described leaders as big thinkers, ego driven optimists with a clear and well defined

vision for the future, and last, one which possesses great confidence (Chronicle of Higher

Education, 2004).

Bennis (1989; 1991) summarized the differences between manager and leader as a:

<u>Manager</u>	<u>Leader</u>
Administers	Innovative
Is a copy	Is an original
Imitates	Originates
Maintains	Develops
Focuses on systems and structure	Focuses on people
Relies on control	Inspires trust
Focuses on present	Focuses on future
Functions by hands on control	Functions with a vision and purpose
Has short range view	Has long range perspective
Asks how and when	Asks what and why
Eyes the bottom line	Looks to the horizon
Termed a classic good solider	Viewed as their own person
Accepts status quo	Challenges status quo
Determines pace	Sets tone and direction
Does things right	Does the right thing
(1989; p.45; 1991; p.77.)	

Bennis (1989) wrote that organizations and society are over managed and under led.

Though both are crucial and often are dependent upon one another, they are profoundly different.

He identifies the most important distinction between a manager and leader is the last item listed

above. He claimed there is more focus on doing things right as opposed to doing the right thing.

Covey (1998) contends individual effectiveness as a leader is a process which begins

with self exploration prior to leading others. Specifically, one must be proactive; begin with the

end in mind (vision); put first things first; think win-win; first understand to be better

understood; value differences in seeking synergy; conduct personal reflection and renewal of

ones self (physically, mentally, spiritually, and emotionally); and lastly, create and continually

assess a plan of action. In progressing through this self exploration one is better able to

understand themselves and improve their effectiveness in leading.

In so much as leaders are often perceived to be a leader by virtue of their title, position, or rank, Lynch (1993) wrote more importantly leaders are those which desire to make a difference. Just as important as any other means to describe a leader, Kouzes and Posner (1995), identified characteristics most admired by followers of leaders as honesty, forward looking, inspiring, and compotent. Nathan (2003) wrote that a leader is one not one only of the workplace, but in the community, and home as well. Last, and important to recognize, is not all leaders are fine, good, or positive ones.

<div align="center">Higher Education Perspective</div>

Though the president of a higher education institution is generally viewed as the leader, leading such an organization is a shared responsibility among many (Birnbaum, 1992; Diamond, 2002). Beyond the president, Birnbaums' research identified the academic vice presidents, other administrators, deans, faculty members, finance vice presidents, CSAOs, and department chairpersons as leaders on a college campus.

As higher education often equates leaders with positions of administrative authority, it is not surprising most of higher education leader literature concentrates on the presidency. Magrath (1988) wrote by definition anyone who serves as a higher education president is a leader simply by certain responsibilities they execute. These responsibilities often occur simultaneously as a president is called on to be a chief administrative officer, a colleague, a symbol, and a public official (Bensimon, Neumann, & Birnbaum, 1989). Shaw (1999) identified these responsibilities of a president as generally associated with the goals and values of an institution. Specifically, a president is charged with defining the overall vision; communicating the institution's goals and

values to various constituents, implementing the institution's goals and values, and keeping the institution's goals and values (p. 10).

Birnbaum (1992) described higher education leadership literature as descriptive. Thus, higher education often relies on the trait approach to describe its leaders. Kaplowitz (1987) described higher education leaders in terms of the personal attributes of humor, courage, judgment, integrity, intelligence, hard work, and vision. Likewise, these leaders are open minded, team builders, and compassionate. Eble (1978) identified confidence, fairness, respect, and sensitivity as desired characteristics of a leader. Specific to the president, Fisher, Tack, and Wheeler (1988) described the president as a risk taker as they are committed to not only the institution's vision, but have a broader perspective as well.

Important to note is how presidents described higher education leaders. Fisher and Tack's (1988) *Leaders on Leadership: The College Presidency* provided various former presidents perspectives on the presidency. Shaw (1999) emphasized as a leader, one must align their purpose with the institution and the people its serves and is served by. Leaders can not ignore the institution's values, vision, and people.

Effective Higher Education Leaders

What specifically constitutes an effective president or leader in higher education is not conclusive in the literature. Robert Diamond's (2002) *Field Guide to Academic Leadership* identified recurring themes in the literature. Two of note are academic leaders must have vision for their institutions and a clear understanding of the process needed to get there; second, academic leaders need a wide array of knowledge and skills and an understanding of their own strengths and weaknesses (p. xxxi).

Bensimon et al. (1989) tell us that presidents need to ask how they are viewed by their constituents to determine effectiveness. Presidents may do all the right things, but if they do not coincide with their constituents their effectiveness diminishes. To avoid failure, a president must have a high level of technical competence, an understanding of the nature of higher education in general and the cultural of the individual institution in particular, and skills required to interact with external constituents (Birnbaum, 1988, p.27). Birnbaum (1992) further described good higher education leaders as good listeners, responsive to others, competent, and committed to the institution and has integrated into its culture.

Porter's (2003) research study identified competencies to assist in determining the effectiveness of a higher education leader as speaking and writing in a clear and conscience manner, identifying problems and solutions, setting of institutional goals, being open to new ideas, designing a strategic plan, forming partnerships with businesses, and developing relationships with political figures.

Shaw (1999) identified competencies and skills of an effective leader as the ability to deal with reality, capacity to adapt to change, ability to deal with stress, ability to both give and receive, ability to form and maintain close relationships, ability to differentiate between the possible and impossible, ability to redirect hostile energy to constructive outlets, capacity to love oneself and others, and willingness to self evaluate. Skills he identified as important include the ability to deal with conflict, ability to listen, ability to be assertive, ability to use power appropriately, and ability to motivate. The commonalities in the literature for effectiveness denotes the importance of having a vision, developing and implementing a course of action or plan to achieve the vision, communicating the plan, and interacting with and having a rapport with various constituents.

Higher Education Uniqueness

Higher education leading is a shared responsibility among many and is different compared to business, government, military, and other non-profit organizations. Birnbaum (1988) noted little attention has been given to leaders and leadership in higher education as such studies are more difficult because of dual control systems, conflict between professional and administrative authority, and unclear goals. Most problematic is the leader-follower relationships as faculty are seen as constituents rather than followers. Other constituents or "players" identified by Shaw (1999) are students, board members, alumni, and the government.

Beyond working with the various constituents, higher education leaders are often influenced by an institution's specific model of governance. Four models of higher education governance have consistently been identified in the literature as bureaucratic; collegial; organized anarchy; and political (Ambler, 2000). Recognizing the influence a specific model has on leaders Baldridge, Curtis, Ecker, and Riley (1988) referred to a higher education leader as either a hero (bureaucratic model), first among equals (collegial model), or statesman (political model). Bensimon et al. (1989) also recognized the influence a governance model has specifically on the president and compared each higher education governance models to Bolman and Deal's (1984) "frames" of organizations. Specifically, when the institution is bureaucratic or has a structural frame, the president's role is making decisions and getting results. When the president is viewed as an equal among others, the institution is collegial, or a human resource frame. In the political system, or political frame, the president influences others through persuasion and diplomacy. As an organized anarchy, or symbolic frame, the president is constrained by traditional organizational structures and processes.

A hallmark of American higher education is its diversity among individual institutions. As a result of this diversification there is not one description of a higher education leader, mainly a president. Beyond a clear knowledge and understanding of higher education, a president must specifically have a vision for the institution while being attentive to its history, traditions, model of governance, and constituents. While the higher education president is the leader most visible to the public, the other senior-level administrators are usually the most visible leaders to those who work within the institution. These individuals are often referred to as vice presidents or deans (Green & McDade, 1991).

CSAO as a Leader

Unlike their senior level colleagues, mainly provost and vice president for business affairs, the CSAO has not had the designation of leader but for a short time. The designation of leader was not recognized until the late 1960s or early 1970s as CSAOs were no longer viewed merely as administrators. Birnbaums' (1992) research confirmed this designation as presidents recognized CSAOs as leaders just as frequently as other vice presidents. Additionally, Birnbaum noted presidents are seen as being the leader to most constituents of their institutions, but seldom do students recognize the president as such. Students often viewed the CSAO as a leader.

By virtue of their placement in the organizational structure of an institution, the CSAO is designated a leader (Winston et al. 2001). More than their senior level colleagues, the CSAO is a leader to various internal and external constituents. Other than the president, the CSAO is the most visible senior level administrator and, as a leader, cultivates positive relationships with these various constituents (Sandeen, 1991). Often termed the conscience of the campus community, the CSAO is instrumental in the institution achieving its mission.

One of the main objectives for the CSAO as a leader is to garner support for student affairs programs and services to enhance student learning (Sandeen, 1991). In soliciting support for student affairs, the CSAO must develop a vision and plan of action which is in concurrence with the institution's academic mission. Brown (1997) stressed the CSAO as a leader is one whom supports the academic mission of the institution and explains how student affairs, as a partner, complements and enhances the academic mission. He noted many CSAOs are hesitant to provide leadership beyond student affairs, often viewing themselves in a supporting role rather than an equal role with their senior level counterparts. Such an approach is not one of a leader, but of a manager or administrator. Garland and Grace (1993) identified a student affairs leader as one who is able to have an integrated mission in student affairs, to integrate academic and student affairs communities, and to integrate the campus and larger society.

The CSAO will not garner support of their vision and plan of action by merely its development, but more importantly by its articulation, implementation, and impact on students. Caple and Newton (1991) suggested for the student affairs leader to create learning experiences for students they must be a catalyst, not maintainer, for change. Sandeen (1991) wrote of the CSAO understanding the importance of the institution's relationships, priorities, and expectations to improve students learning on their specific campuses.

Upholding ethical principles also provides a foundation for the CSAO, as a leader, to guide student learning. As CSAOs are often viewed as role models, Clement and Rickard (1992) wrote a CSAO must be ethical and promote an ethical environment. Kitchener (1985) identified the most common established ethical principles for student affairs consist of respect autonomy, do no harm, benefit others, be just, and be faithful.

Barr and Desler (2000) wrote of the importance of promoting the value of student affairs to others as a manner which to lead. Specifically, they addressed the importance of articulating the assumptions and beliefs of student affairs, disseminating relevant knowledge about students to faculty, providing data and information on current issues, handling conflict and crisis situations, and being the institution's eyes and ears as one leads.

Through interviewing student affairs leaders Clement and Rickard (1992) further provided integrity, commitment, and tenacity are essential attributes to possess as one leads. They describe these attributes with terms of trust, honesty, loyalty, courage, taking risk, positive attitude, working with others, joy, optimism, passion, strong work ethic, perseverance, patience, and follow-through. They concluded that through modeling these attributes, one is able to effectively lead.

Sandeen (2000) described the CSAO of the twenty first century as an extraordinary leader, as they are expected to be administrators, mediators, problems solvers, and change agents all while balancing and maintaining positive relationships with the internal and external constituents. Sandeen (2000) identified essential skills the CSAO must possess as a leader as the:

> …ability to resolve complex problems while not alienating most people; ability to relate effectively to a diversity of students, faculty, and staff; ability to make things work by assuring the effective delivery of services; ability to manage budgets effectively and to be accountable for them; ability to change things while assuring that key people are engaged in the process; ability to find needed financial and human resources; ability to understand the history, traditions, and culture of the institution; ability to be a persuasive advocate for needed programs, policies, and facilities; ability to accept criticism and make difficult, sometime unpopular decisions; and ability to uphold ethical standards. (p.6)

> Taylors' (2001) study of CSAO concluded the CSAO as an effective leader:

> …understands their role, visibility, and active involvement at the institutional level; empowers employees, even within institutional settings that contradict such efforts; collaborates with other institutional leaders, recognizing that such relationship-building is

important for them to be effective leaders; recognizes the value of acknowledging employee contributions and they make efforts to praise outstanding performance; talks in generalities of the vision of student affairs and are not adept at clearly articulating specific and comprehensive details. Since others with whom they work place value in developing a shared vision for student affairs, CSAOs should consider enhancing this behavior; and hesitate to take risks. Institutional presidents placing a high priority in CSAOs responding to campus crisis situations, and little value in them being risk takers, may be a factor in this behavior. (p. xi)

Last, Winston et al. (2001) leader domain provided a leader is concerned with both task- and people-oriented behavior consisting of: planning and organizing, problem solving, clarifying roles and objectives, informing, monitoring, motivating and inspiring, consulting, delegating, supporting, developing and mentoring, managing conflict and team building, networking, recognizing, and rewarding.

Educator

Broad Perspective

Educator is synonymous with the term teacher and is generally thought of as an individual within a school setting. However, an educator can be present in various settings such as the home, community, church, and workplace. Regardless of the setting, an educator sees the potential for growth in learners (Clifton and Anderson, 2002). Hayes (2003) described educator as a role which has endless opportunities for touching the lives of others. Beyond the impact on learners, McNergney and Herbert (1998) expanded that, to be a teacher, one is a learner themselves.

Gutek (1996) identified the nineteenth century as the formal establishment of the American educational system. Prior to this time much of the educators' roles were assumed in the home by parents and in the church by clergy. As the church provided the educational setting for the affluent, the establishment of an American educational system provided the opportunity

for the general public. Teachers of this early era were primarily men until the last third of the

century (1870-1900) when women formally enter the teaching field. Grant and Murray (1999)

projected as we entered the twenty first century there will be ten times as many teachers, three

million, than doctors in America. Of this number overwhelmingly the majority are white

females.

Though teachers differ greatly in knowledge, skill, and expertise, the majority choose to

teach for the intrinsic satisfaction of working with learners. Teachers have a variety of reasons as

to their decision to teach. Lortie (1975) identified five reasons as wanting to work with people,

the desire to serve society, the ability to continue to learn, job security and steady income, and

the hours worked and time off. Society has high expectation for teachers not only in the

classroom but in the community as well.

Roles

Havinghurst (1963) described the role of a teacher as sub-roles both in the school and

community. Within the school the teacher is not merely an instructor which shows students how

to learn, but serves as a judge of achievement, a disciplinarian to maintain order, a parent-

substitute, and a confidant. In the community the teacher is often viewed as sophisticated, a

professional expert, a community leader, and a person of ideas. Approximately 20 years later,

Heck (1984) described the roles of teachers as complex. In addition to Havinghurst's roles, she

described a teacher as a researcher, program developer, administrator, and problems solver.

Grant and Murray (1999) use the phrase essential acts to describe what teachers do. They

contend teaching at any level is essentially the same. However, they recognized some make a

distinction between school teachers and college professors and do not view them as members of

the same profession. They contend the work is essentially the same, but the conditions, status, and pay of one group is vastly different from the other. They described the essential acts for teachers, at any level, are to know the students, engage them in learning, be a positive role model, assess their moral and intellectual growth, and self reflect on the art of teaching to enable student growth.

<center>Higher Education Perspective</center>

Higher education has traditionally described those individuals in the classroom whose focus is on the intellectual development of students as educators. Light and Cox (2001) identified faculty as those individuals whom primarily engage and facilitate such learning. They described faculty titles as full, associate or assistant professors, lecturers, teachers, researchers, and teaching assistants (p.vii).

While highly specialized in their particular academic disciplines, college professors are not certified teachers in the same sense of public schoolteachers. Gross (1988) described the most important distinction between faculty and teachers lies within the cultures which they exist. Specifically one, faculty, knows there is still deeper truth (p. 48). In searching for this deeper truth, Bowen and Schuster (1999) described the work of college professors as overlapping with instruction, research, public service, and institutional governance and operation. Though instruction is the main function, research is the most recognized the rewarded and the public service least recognized and understood. Gross provided the research function is most recognized and rewarded as it is the most measurable of the functions.

Most of faculty work is specialized and technical, thus, the general public does not fully understand its complexity. Hayes (2003) described those outside of academia often perceive a

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college professor as one standing in front of a chalkboard and behind a podium lecturing to 20-to-30 students. Although most college professors do teach, the setting, methods, and number of students vary greatly. Though teaching is significant, Hayes described other means to fulfill these three responsibilities. These include, but are not limited to, supervision of a students' field experience or internship, providing academic advice and guidance, evaluating student academic work, serving as an advisor or committee member of dissertations and thesis, publishing, serving as a consultant, serving as an advisor to student groups, and serving on committees both on and off campus. Beyond the various means to fulfill these three responsibilities, Hayes adds those college professors who are too busy to appreciate their students as missing perhaps the greatest joy of a teaching career.

Sandin (1992) wrote of the importance of teaching, scholarship, and service. He described an educator as one who combines the scholar and teaching aspects so as to serve the purpose of human development. Though he recognized the difference between the prioritizing of these two functions he stated every teacher must be a scholar, contributing in his or her own way to the development of new knowledge. The special skill is that of knowing how to share one's expanding knowledge with those who wish to learn (p. 45).

The workload of college professors vary according to the academic mission of the institution. College professors associated with a research institution are more likely to spend more time on their research agenda (22 hours/week) than teaching (8 hours/week) and have an average of 82 students in their classroom. Whereas those college professors associated with teaching institutions spend more time teaching (13 hours/week) than research (9 hours/week) and have an average of 29 students in their classroom (Vesilind, 2000). Hayes (2003) cites an AAUP

study to report college professors work 48-52 hours/week with 12-16 of these hours in the classroom and another 3-6 in office work.

Hayes (2003) provided the diversity of higher education institutions themselves are so varied in their purposes and environments that it is extremely difficult to discuss college professors as a single profession. This variety of professors is influenced by personal demographics, rank, the institution itself, and academic disciplines. Though a great variety of professors does exist, their teaching and research are conducted in similar ways. Knight (2002) stressed the experience of being an educator in higher education varies according to who you are: age, gender, aspirations, family care responsibilities; where you are: the state, institution, and department in which you work and how tightly coupled you are to the policies set by others; your status: part or full-time, senior or junior, full academic contract or teaching only; and your academic discipline (p. 215).

Though higher education educators are often equated to those at four year institutions, the formation of junior and community colleges increased the need for these educators. Unlike their colleagues at four year institutions, this population of college professors often do not have terminal degrees, rely on their professional experience to facilitate student learning, have full-time jobs elsewhere, have adjunct or part-time appointments, and are evaluated on teaching competence rather than scholarship and service (Hayes, 2003).

Specific to Christian colleges and universities, Sandin (1992) wrote a Christian college without Christian teachers is empty of all content (p. 45). He continued, unlike their teaching counterparts at other institutions, teachers at Christian colleges are concerned with helping students develop the capacity for theological and moral thinking rather than persuading them to adapt certain beliefs and perceptions. In a survey of Chief Academic Officers (CAOs) at

Church Related Colleges, CAOs commented that being a teacher is more than teaching, it is a process that also includes consulting, coaching, advising, and mentoring (Braskamp, 2003, p.6). The CAOs were more concerned with faculty being teachers, colleagues and mentors, and persons of integrity more than scholars and researchers. They clustered the contributions of faculty into five areas: teaching and mentoring, research and creative activities, engagement in the larger community, citizenship in the campus community, and holistic contribution.

Though faculty has traditionally assumed this role in higher education others are now instrumental in contributing to student learning as well. Katz (1993) added campus life provides essential opportunities for developing students as intellectuals, artists, friends, lovers, future parents, and members of civilized society. Classroom learning becomes richer when it uses, and connects with, what students learn on the outside (p. 9). The CSAO, as an educator, is influential in connecting the two.

<u>CSAO as Educator</u>

The role of educator in student affairs has been long been debated. Knefelkamp (1992) provided the debate has evolved on whether education and student affairs work is synonymous. Specifically, debate has centered on whether the education of a student is merely their intellectual or holistic development. This debate has raised a question regarding the role of student affairs personnel. Specifically, are they practitioners who take a passive approach of simply providing student services or educators who take an active approach to engage student learning?

Winston et al. (2001), stated student affairs personnel have always been educators in practice. Dean Briggs served in such a capacity as early as 1890. His role as disciplinarian was

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educational in nature as he held students accountable for their behaviors. The *Student Personnel*

Point of View 1937; *1949* (NASPA, 1989) addressed the development of the whole student

opposed to only their intellectual development. Lloyd-Jones and Smith (1954) described student

affairs as unconventional educators as they assisted in student learning outside of the traditional

classroom setting. Mueller (1961) wrote student affairs personnel are teachers of morals,

manners, attitudes, and values.

Much of the work of these early student affairs personnel concentrated on complimenting

the academic curriculum. Thus, they often had to convince others, mainly faculty, that their

work had educational value. Baxter Magolda (2001) acknowledged the efforts of these early

student affairs personnel as educators as they assisted students in achieving fulfillment as whole

persons. They did so through student services, creating personal and social development

programs and services outside the classroom, while leaving the intellectual development to

faculty. However, she continued, a democratic society of the twenty first century requires the

integration of the intellectual, personal, and social development of students.

Recently, the literature associated with student affairs as educators has focused upon

student affairs being more engaged in students learning. Asher (1994) wrote that clearly an

strength of student affairs throughout the years has been its contributions to the involvement of

students in the learning process and the impact on their personal and social well being. Although

student affairs professionals are teachers, they are not regarded as regular members of the

teaching and research faculty.

The two professional associations for student affairs American College Personnel

Association and National Association of Student Personnel Administrators have been

instrumental in continuing to define the role of educator in student affairs. The *Student Learning*

Imperative (ACPA, 1994) reaffirmed student affairs as primarily educational in nature and further addressed the roles of student affairs in fostering student learning both inside and outside of the classroom. The *SLI* stressed that student affairs should be concerned with the cognitive, intrapersonal, interpersonal, and practical competencies of its students.

ACPA and NASPA (1998) published the *Principles for Good Practices in Student Affairs* as a means to implement the *Student Learning Imperative*. These *Good Practices* include: (a) engage students in learning activities, (b) help student develop values and ethical standards, (c) set high expectations for learning, (d) use resources effectively to achieve institutional mission and goals, (e) forge partnerships that advance student learning, and (f) build supportive and inclusive environments. The *SLI* and *Good Practices* provided a framework for student affairs as educators to actively engage in student learning. More recently, *Learning Reconsidered* (ACPA & NASPA, 2004) addressed the importance student affairs in a broader campus curriculum. They urged that no longer could academic affairs only cultivate the intellect of students and student affairs tend to the body, emotion, and spirit of its students. Unlike the early student affairs personnel whom were often not perceived to be educators, today's educators on a college campus can no longer be perceived as those only in the classroom.   Knefelkamp (1992) wrote that at least three quarters of all students believe that the most important educational experiences that they will ever have will take place outside of the classroom (p. 9).

Kuh (2000) suggested the importance of involvement opportunities, support, and rewards and recognition of and for students is a shared responsibility among student affairs and academic affairs. Such a partnership promotes student engagement and impacts their development and learning. Further, an institutions' sub-culture of students, faculty, and staff and their interaction or lack of interaction among one another influences such development and learning as well.

The literature suggests a more integrated approach between student affairs and academic affairs to engage in student learning. The CSAO, as an educator, will be instrumental in facilitating this integration.

Specific to CSAOs as educators, Asher (1994) wrote as student affairs desires to have an impact on the lives of individual students, they must have equally far ranging and significant impacts upon the institution at large. This notion requires knowledge about and input into decisions at the higher level of institutional administration (p. 3). She continued, though CSAOs become administrators who happen to specialize in student affairs they are always educators first. Miller and Winston (1991) identified attributes CSAOs must possess to fulfill their educator role as: recognize American higher education as a unique institution, understand the organizational culture in which they work, have an in-depth knowledge of student development, and utilize relevant administrative and organizational theories to address the goals of higher education. Winston (1990) discussed creating environments for students which would promote and nurture their intellectual development, healthy personalities, democratic ideas, fundamental justice, wholesome lifestyles, and a set of moral, ethical, and religious values.

Sandeen (1991) specifically addressed the CSAO as an educator. He concluded, as the CSAOs' administrative roles continued to increase, most considered their primary responsibility as that of an educator. CSAOs do not often rely upon the traditional instructional methods or conventional classroom setting as their faculty colleagues. As the senior level administrator responsible for students' out-of-classroom experiences, CSAOs utilize activities, programs, services, and facilities of their area to connect the curricular with the extracurricular. He recognized successful CSAOs are convinced that the student outcomes which they seek are just as worthy of those in the traditional classroom. He provided the following suggestions for a

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CSAO as an educator: know the student culture and the smaller student communities; develop, implement, and articulate an educational program specific to the institution; sell, persuade, and promote extracurricular programs; work in collaboration and partnerships to gain support for extracurricular programs; develop a close and trusting relationship with the CAO; seek and secure resources beyond those in the institutions' budget for programs and services; implement an assessment plan for programs and services; be a role model for staff (p. 170-175).

Though the CSAOs approach is different, Winston et al. (2001), recognized that CSAOs are just as committed as their faculty colleagues in promoting student learning and personal development. Their student affairs administration domains includes the following behavioral characteristics for an educator: advising, coaching, collaborating, demonstrating, evaluating, facilitating, learning, lecturing, modeling, researching, and structuring.

Chapter Summary

This chapter addressed the historical titles leading to the CSAO and continued to progress in describing the CSAO as a manager, leader, and educator. From the early dean of the college to the current CSAO, the roles and responsibilities of this senior level position have become more complex and diverse.

Influenced by industrialization, the manager has evolved by assisting organizations in identifying goals and meeting objectives. Within higher education a manager is identified as administrators who assist in developing, implementing and administering the policies and procedures of the institution to meet the academic mission. Specifically, the CSAO administers and coordinates people and resources to achieve goals of both student affairs and the institution, thereby fulfilling the manager responsibilities (Winston et al. 2001) To make a distinction

between managers and leaders, a manager does things right, while a leader does the right thing (Bennis, 1989; 1991). Primarily the president serves the leader role in higher education; however, the CSAO is instrumental in providing a vision to accomplish tasks and activities of both student affairs and the institution (Winston et al. 2001).

While the manager and leader play an important role within the institutional structure, the educator role addresses both the intellectual and holistic development of students. Educators see the potential for growth in learners while learning themselves (Clifton & Anderson, 2002; McNergney & Herbert, 1998). Faculty have traditionally been viewed as the educator within higher education, but as the twenty first century approached, student affairs became more integral in advancing student learning. Though the CSAOs approach is different, they are just as committed as their faculty colleagues to actively and collaboratively engage in promoting student learning (Winston et al. 2001).

CHAPTER 3

METHODOLOGY

Introduction

This study is a survey of CSAOs of CCCU institutions located in the United States. The primary purpose of this study is to determine whether CSAOs primarily consider themselves educators, leaders, or managers and whether there is a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain. A secondary purpose of this study is to generate demographic information from this population of CSAOs.

Population

In the review of literature, various senior level administrators of the CCCU have been studied. However, the literature associated with CSAOs of the CCCU institutions is not as well documented. Mahurin (2005) stated past research on CCCU senior level administrators has focused on the president and chief academic officer. In requesting CCCU support of this research study, Mahurin wrote that the CCCU has interest in and support for this research which they believe can be of help to their student development professionals. The study utilized three specific entities including an expert panel, pilot study, and study population.

The expert panel was conducted to review the instrument and provide an evaluation of the survey. The panel (N=5) consisted of three dissertation committee members, one currently a CSAO, a former CSAO, and a higher education program faculty member.

A pilot study was conducted following the expert panel. All CSAOs (N=29) of institutions with affiliated membership, those institutions not meeting all the membership

criteria, in the CCCU were asked to complete the survey and provide an evaluation upon completion. The pilot study participants were not included in the final analysis.

The study population includes CSAOs (N=103) at the CCCU member institutions located in the United States. They will be asked to participate by completing the survey.

Instrumentation

The development of this survey is based upon the theoretical perspective and research of Winston et al. (2001) as they identify three student affairs administration domains as educator, leader, and manager. Associated with the leader and manager domains are behavioral characteristics they adapted from the work of Yukl (1998) while the behavioral characteristics associated with the educator domain they created themselves. Winston et al. contended all three domains are crucial, but the educator domain is the cornerstone. Table 3.1 is a display of the Student Affairs Administration Domains and Behavioral Characteristics associated with each domain.

No survey using the Winston et al. domains was available, thus a prototype of the survey was constructed after a review of the literature. Face validity was established prior to tying this instrument to the literature and by review of an expert panel. With suggestions from the dissertation committee, an expert panel, and pilot study, the prototype survey was revised. The revisions included clarifying the definitions of the three domains: educator, leader, and manager and the addition of a survey question to address the issue of cultural basis among the three domains. From the revisions, technology personnel associated with Texas Tech University College of Education developed the final web-based survey prior to distribution to the population.

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Table 3.1: Student Affairs Administration Domains and Behavioral Characteristics

Student Affairs Administration Domains and Behavioral Characteristics

Educator
    Advising
    Coaching
    Collaborating
    Demonstrating
    Evaluating
    Facilitating
    Learning
    Lecturing
    Modeling
    Researching
    Structuring
Leader
    Clarifying roles and objectives
    Consulting
    Delegating
    Developing and mentoring
    Informing
    Managing conflict and team building
    Monitoring
    Motivating and inspiring
    Networking
    Planning and organizing
    Problem solving
    Recognizing
    Rewarding
    Supporting
Manager
    Administrating
    Consulting
    Controlling
    Coordinating
    Decision making
    Monitoring indicators
    Planning and organizing
    Representing
    Supervising

The survey is constructed into five sections that correspond to the following research questions.

1. Do CSAOs primarily consider themselves educators, leaders, or managers?

2. Is there a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain?

3. Which student affairs administration domain best describes the overall responsibilities of the CSAO?

4. Which student affairs administration domain best describes the daily roles of the CSAO?

5. What student affairs administration domain is most essential to possess for an aspiring CSAO?

6. What is the demographic makeup of this population of CSAOs?

The first section is tied directly to the purpose of this study and is important because the CSAO's responses will serve as the independent variable to respond to other research questions. The CSAO's chose only one of the domains indicating whether they primarily consider themselves an educator, leader, or manager. To address the issue of cultural basis among the three domains, the second question of this section asked the CSAO's to choose only one of the domains which they most admired among educational administrators.

The second section surveys the CSAO's overall responsibilities. Here, the CSAOs rank each behavioral characteristic associated with the domains based on its description, importance, or frequency of use. The responses are self reported and are measured on an ascending Likert scale with 1 indicating a poor description of responsibility and 5 being a strong description as indicated below:

1 Does not describe my overall responsibilities
2 Describes very little of my overall responsibilities

3   Somewhat describes my overall responsibilities
4   Mostly describes my overall responsibilities
5   Best describes my overall responsibilities

The third section is a measurement of CSAO roles. Specifically, the amount of time

spent daily on each behavioral characteristic associated with the specific domain. The responses

are self reported and are measured on an ascending Likert scale with 1 indicating no time spent

and 5 being a great deal of time spent as indicated below:

1   No time spent daily
2   Little time spent daily
3   Some time spent daily
4   Much time spent daily
5   A great deal of time spent daily

The fourth section solicits responses to measure the domain and behavioral

characteristics which are essential to possess for an aspiring CSAO. The responses are self-

reported and are measured on an ascending Likert scale with 1 indicating not essential to possess

and 5 being most essential to possess as indicated below:

1   Not essential for an aspiring CSAO to possess
2   Of very little essentialness for an aspiring CSAO to possess
3   Somewhat essential for an aspiring CSAO to possess
4   Of more essentialness for an aspiring CSAO to possess
5   Most essential for an aspiring CSAO to possess

The last section of the survey seeks demographic information from the CSAOs. The self-

reported responses to these 20 questions, consisting of both quantitative and qualitative, serve to

provide a summary of participant characteristics. The CSAO's responses to these questions can

be derived from short answers, pull down boxes, or by checking items. The student affairs

administration domain as self-reported by the CSAOs serve as the independent variable for this

study and the grouped behavioral characteristics associated with each domain serve as the

dependent variables for this study.

Prior to the pilot study an expert panel was identified and asked to complete both the survey and an evaluation. Two of five (N=2,5) of the expert panel participants responded. A pilot study was conducted among the CSAOs of CCCU affiliated member institutions located in the United States. All CSAOs (N=29) were included to participate in the pilot study. Thirteen of the 29 (N=13,29) CSAOs or 45 % responded. The pilot study procedures were consistent as stated below except for the opportunity to provide an evaluation of the survey. Data analysis was completed from the pilot study for inclusion in the dissertation proposal. However, the pilot study data were not included in the study's final findings because the survey was revised and a question was added to the final survey. All research design, methods, and correspondences were submitted to and approved by the Texas Tech University Human Subject Committee prior to collection of data.

<u>Results of Expert Panel</u>

The expert panel participants were asked to complete the survey and evaluation. The statistical analysis of the survey was not performed from the expert panel participants because only two responses were received. In addition, the expert panel was asked to evaluate the survey by completing an evaluation form. The evaluation form solicited the opinions from the expert panel utilizing a Likert scale with 1 being the least positive response and 5 being the most positive response to the following statements or questions:

> The questions were self explanatory.
> The available responses to each question were understood.
> The instructions were understood.
> Completing the survey was relatively easy.
> In term of minutes, indicate the length of time to complete the survey. Do not include the time to complete this evaluation form in your answer.
> Do the behavioral characteristics associated with the three student affairs domains reflect the roles and responsibilities of a CSAO?

The first three questions had a mean of (M=4.5) and the survey was completed in (M=14.5) minutes. 100 % of respondents replied with yes that the behavioral characteristics associated with the three student affairs administration domains do reflect the roles and responsibilities of a CSAO. One qualitative question was asked with the following response: "Question about field of student for higher degree has a blank to fill in professional or other or something to that effect. What do you mean by that? Needs clarification."

Results of Pilot Study

The pilot study participants were asked to complete the survey and evaluation. The statistical analysis was performed with (N=13, 29) responses from the pilot study participants. Two cases where excluded from the pilot study as the respondents did not actively respond. In addition, the pilot study participants were asked to evaluate the survey by completing an evaluation form.

Below are the responses to each research questions from the pilot study.

1. Do CSAOs primarily consider themselves educators, leaders, or managers?

   The analysis found that more than 75% of CCCU CSAOs primarily consider themselves a leader. The literature suggested that CSAO are primarily educators (Sandeen, 1991) and Winston et al. (2001) asserted that the cornerstone of the model rested on the educator domain. Of note, no CCCU CSAO primarily considered themselves a manager. Table 3.2 reflects the responses to the first survey question.

Table 3.2: Responses to Survey Question "As CSAO, do you primarily consider yourself a:" (N = 13)

Domain	N	%
Educator	3	23.1%
Leader	10	76.9%
Manager	0	0%

2. Is there a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain? "The analysis of variance (ANOVA) is used when a researcher wants to examine the mean differences of two or more levels of an independent variable on one dependant variable" (Heppner and Heppner, 2004, p. 251). This question attempts to compare the mean differences across multiple levels of grouped behavioral characteristics associated with each domain on CSAOs perception of self.   Nine one-way ANOVAs were computed and a F statistics and associated p value computed. When the data were analyzed the researcher found no significant effect of the grouped behavioral characteristics associated with each domain on the CSAOs perception of self. See Table 3.3 for specific degrees of freedom, F statistics, and p values. The results of the ANOVAs indicate there are no significant differences among the groups. A post hoc is commonly conducted as a comparison method.   However, because the sample size was small, respondents only selected two of the three domains rendering post hoc unable to compute. In the final analysis a post hoc will be computed and included. Three of the nine behavioral characteristics associated with specific domains did show signs of possible statistical significance in the final survey analysis. Daily educator combined F

(1,11) =.057, p<.05, overall manager combined F(1,11)=.072, p<.05, and overall leader combined F(1,11) =.088, p <.05 may show significance with increased population size.

Table 3.3: One-Way Analysis of Variance for Difference Between Student Affairs Self Reported Domain (Educator, Leader, Manager) and the Various Grouped Behavioral Characteristics Associated with Each Domain.

Variable	df	SS	MS	F	Post Hoc[2]
Overall Educator Combined					
Between groups	1	.687	.687	3.939[1]	_
Within groups	11	1.917	.174		
Overall Leader Combined					
Between groups	1	.021	.021	.088[1]	_
Within groups	11	2.626	.239		
Overall Manager Combined					
Between groups	1	.014	.014	.072[1]	_
Within groups	11	2.125	.193		
Daily Educator Combined					
Between groups	1	.012	.012	.057[1]	_
Within groups	10	2.031	.203		
Daily Leader Combined					
Between groups	1	.158	.158	.609[1]	_
Within groups	11	2.861	.260		

Table 3.3: One-Way Analysis of Variance for Difference Between Student Affairs Self Reported Domain (Educator, Leader, Manager) and the Various Behavioral Characteristics Associated with Each Domain Continued.

Variable	df	SS	MS	F	Post Hoc[2]
Daily Manager Combined					
Between groups	1	.124	.124	.589[1]	_
Within groups	10	2.102	..210		
Essential Educator Combined					
Between groups	1	.707	.707	2.458[1]	_
Within groups	11	3.162	.287		
Essential Leader Combined					
Between groups	1	.116	.116	.502[1]	_
Within groups	11	2.532	.230		
Essential Manager Combined					
Between groups	1	.349	.349	3.362[1]	_
Within groups	11	1.142	.104		

[1] No significance was found at $p < .05$.

[2] Post hoc tests were not performed for Student Affairs Self Reported Domain (Educator, Leader, Manager) because at least one group has fewer than two cases.

3. Which student affairs administration domain best describes the overall responsibilities of

    the CSAO?

    The CCCU CSAOs overall responsibilities are more aligned with the behavioral

    characteristics associated with the leader domain with a total mean for the leader domain

    of (M=4.26). The range of means for the educator domain was (M=2.31; SD=.751) with

    lecturing being the lowest and (M=4.38; SD=.650) modeling being the highest. The

    range of means for the leader domain was (M=3.77; SD=1.013) with monitoring being

    the lowest, and (M=4.77; SD=.439) motivating and inspiring, and planning and

    organizing tied for being the highest. The range of means for the manager domain was

    (M=2.85; SD=.801) with controlling being the lowest and (M=4.62; SD=.506) decision

    making being the highest. The responses to the behavioral characteristics correspond

    with the leader domain, which is what CCCU CSAOs primarily considers themselves.

    Table 3.4 indicates the individual and total means for the behavioral characteristics for

    the overall responsibilities section of the survey.

Table 3.4: Individual and Total Domain Means for the Behavioral Characteristics for Overall
Responsibilities (N = 13).

Behavioral Characteristics – Overall Responsibilities	N	%	M	SD
As an Educator:				
Advising	6	46.2%	3.54	.776
Coaching	8	61.5%	3.38	.961
Collaborating	5	38.5%	3.92	.862
Demonstrating	7	53.8%	3.54	.877
Evaluating	8	61.5%	3.77	.599
Facilitating	7	53.8%	4.31	.630
Learning	7	53.8%	3.69	.855
Lecturing	8	61.5%	2.31	.751
Modeling	12	92.4%	4.38	.650
Researching	6	46.2%	2.92	1.038
Structuring	7	53.8%	3.62	1.121
Total Mean for Educator			3.58	
As a Leader:				
Clarifying Roles and Objectives	6	46.2%	4.23	.725
Consulting	7	53.8%	4.15	.689
Delegating	7	53.8%	4.31	.630
Developing and Mentoring	7	53.8%	4.46	.519
Informing	6	46.2%	4.31	.751
Managing Conflicts and Teambuilding	6	46.2%	4.23	.927
Monitoring	6	46.2%	3.77	1.013

Table 3.4: Individual and Total Domain Means for the Behavioral Characteristics for Overall

Responsibilities Continued.

Behavioral Characteristics	N	%	M	SD
Motivating and Inspiring	10	76.9%	4.77	.439
Networking	11	84.6%	4.15	.376
Planning and Organizing	10	76.9%	4.77	.439
Problem Solving	8	61.5%	4.54	.660
Recognizing	10	76.9%	3.85	.801
Rewarding	5	38.5%	3.92	.954
Supporting	8	61.5%	4.23	.599
Total Mean for Leader			4.26	
As a Manager:				
Administrating	6	46.2%	4.15	1.144
Consulting	8	61.5%	3.62	.961
Controlling	8	61.5%	2.85	.801
Coordinating	11	84.6%	3.92	.641
Decision Making	8	61.5%	4.62	.506
Monitoring Indicators	8	61.5%	3.54	.660
Planning and Organizing	7	53.8%	4.46	.519
Representing	8	61.5%	4.23	.599
Supervising	7	53.8%	4.15	.689
Total Mean for Manager			3.95	
Grand Mean for Overall Responsibilities			3.93	

4. Which student affairs administration domain best describes the daily roles of the CSAO?

The CCCU CSAOs amount of time spent daily are more aligned with the behavioral characteristics associated with the manager domain with a total mean for the manager domain of (M=3.47). The range of means for the educator domain was (M=1.92; SD=.515) with lecturing being the lowest and (M=3.75; SD=.754) modeling being the highest. The range of means for the leader domain was (M=2.62; SD=.650) with rewarding being the lowest and (M=4.00; SD=.707) problem solving and planning and organizing tied for being the highest. The range of means for the manager domain was (M=2.50; SD=.905) with controlling being the lowest and (M=4.17; SD=.718) administrating and decision making tied for being the highest. The responses to the behavioral characteristics correspond with the manager domain, which is not what CCCU CSAOs primarily consider themselves. The CCCU CSAOs primarily consider themselves leaders. Of note, only 12 respondents responded to the educator and manager domains. Table 3.5 indicates the individual and total means for the behavioral characteristics for the daily time spent section of the survey.

Table 3.5: Individual and Total Means for Behavioral Characteristics for Daily Time Spent (N = 13).

Behavioral Characteristics – Daily Time Spent	N	%	M	SD
As an Educator:				
Advising	7	63.6%	2.82	.982
Coaching	6	50%	3.00	1.044
Collaborating	6	50%	3.33	.985
Demonstrating	5	41.7%	3.08	.900
Evaluating	7	58.3%	3.08	.669
Facilitating	7	58.3%	3.58	.793
Learning	10	83.4%	3.25	.754
Lecturing	9	75%	1.92	.515
Modeling	8	66.7%	3.75	.754
Researching	12	100%	2.50	.522
Structuring	9	75%	3.08	.515
Total Mean for Educator			3.03	
As a Leader:				
Clarifying Roles and Objectives	10	83.4%	3.62	.870
Consulting	6	46.2%	3.23	.725
Delegating	8	61.5%	3.31	.751
Developing and Mentoring	8	61.5%	3.23	.599
Informing	5	38.5%	3.77	.927
Managing Conflicts and Teambuilding	10	77%	3.15	.801
Monitoring	6	46.2%	2.92	.760
Motivating and Inspiring	6	46.2%	3.69	.751
Networking	8	61.5%	3.08	.641
Planning and Organizing	7	53.8%	4.00	.707

Table 3.5: Individual and Total Means for Behavioral Characteristics for Daily Time Spent
Continued.

Behavioral Characteristics – Daily Time Spent	N	%	M	SD
Problem Solving	7	53.8%	4.00	.707
Recognizing	8	61.5%	2.92	.641
Rewarding	12	92.4%	2.62	.650
Supporting	10	77%	3.62	.870
Total Mean for Leader			3.37	
As a Manager:				
Administrating	6	50%	4.17	.718
Consulting	5	41%	3.17	.835
Controlling	6	50%	2.50	.905
Coordinating	6	50%	3.33	.778
Decision Making	6	50%	4.17	.718
Monitoring Indicators	9	75%	3.17	.718
Planning and Organizing	6	50%	3.83	.718
Representing	10	83.4%	3.50	.798
Supervising	6	50%	3.42	.793
Total Mean for Manager			3.47	
Grand Mean for Daily Time Spent			3.29	

5. What student affairs administration domain is most essential to possess for an aspiring CSAO?

The CCCU CSAOs indicated the most essential domain to possess for an aspiring CSAO aligns with the behavioral characteristics associated with the leader domain with a total mean for the leader domain of (M=4.14). The range of mean for the educator domain was (M=2.38; SD=.961) with lecturing being the lowest and (M=4.54; SD=.591) modeling being the highest. The range of means for the leader domain was (M=3.38; SD=.870) with monitoring being the lowest and (M=4.54; SD=.660) clarifying roles and objectives, planning and organizing, and problem solving being the highest. The range of means for the manager domain was (M=2.85; SD=.555) with controlling being the lowest and (M=4.69; SD=.480) planning and organizing being the highest. The responses to the behavioral characteristics correspond with the leader domain, which is what CCCU CSAOs primarily consider themselves. Of note, one respondent did not respond to the advising behavioral characteristic in the educator domain. Table 3.6 indicates the individual and total means for the behavioral characteristics for essentialness for aspiring CSAO to possess.

Table 3.6: Individual and Total Means for Behavioral Characteristics for Essential for Aspiring

CSAO to Possess (N = 13).

Behavioral Characteristics – Essential for Aspiring CSAOs to Possess	N	%	M	SD
As an Educator:				
Advising	8	66.7%	3.75	.754
Coaching	8	61.5%	3.92	1.038
Collaborating	7	53.8%	3.92	.862
Demonstrating	8	61.5%	3.54	.660
Evaluating	5	38.5%	3.92	.954
Facilitating	6	46.2%	4.23	.725
Learning	5	38.5%	4.00	.816
Lecturing	6	46.2%	2.38	.961
Modeling	7	53.8%	4.54	.591
Researching	8	61.5%	3.32	1.092
Structuring	9	69.2%	3.62	.650
Total Mean for Educator			3.75	
As a Leader:				
Clarifying Roles and Objectives	8	61.5%	4.54	.660
Consulting	8	61.5%	3.69	.751
Delegating	10	76.9%	4.23	.439
Developing and Mentoring	6	46.2%	4.23	.725
Informing	7	53.8%	4.00	.707
Managing Conflicts and Teambuilding	7	35.8%	4.38	.768
Monitoring	10	76.9%	3.38	.870
Motivating and Inspiring	7	53.8%	4.46	.660
Networking	5	38.5%	3.92	1.038

Table 3.6: Individual and Total Means for Behavioral Characteristics for Essential for Aspiring CSAO to Possess Continued.

Behavioral Characteristics – Essential for Aspiring CSAOs to Possess	N	%	M	SD
Planning and Organizing	7	53.8%	4.54	.519
Problem Solving	8	61.5%	4.54	.660
Recognizing	7	53.8%	3.85	.689
Rewarding	6	46.2%	3.77	.725
Supporting	7	53.8%	4.38	.768
Total Mean for Leader			4.14	
As a Manager:				
Administrating	7	53.8%	4.38	.768
Consulting	7	53.8%	3.31	.630
Controlling	9	69.2%	2.85	.555
Coordinating	8	61.5%	3.54	.660
Decision Making	8	61.5%	4.54	.660
Monitoring Indicators	6	46.2%	3.77	.725
Planning and Organizing	9	69.2%	4.69	.480
Representing	8	61.5%	4.08	.641
Supervising	10	77.0%	4.15	.801
Total Mean for Manager			3.92	
Grand Mean for Essential for Aspiring CSAOs to Possess			3.94	

6. What is the demographic makeup of this population of CSAOs?

The CCCU CSAOs indicated their current title was vice president for student affairs with 30.8%. A majority, 61.5%, report directly to the president of the institution. More than 75% have been in their current CSAO position five years or less and 46.2% have been at

the CCCU institution as a full time faculty or staff member five years or less.
Approximately 70% have been in student affairs five years or less. A little more than a
third has been employed in a full-time position in higher education for more than16
years, but less than 20 years. Most, 73.3%, do not hold academic rank. A CCCU CSAO
can be described as a white married male between the ages of 41-45 having earned a
terminal degree. Approximately 70% earned a bachelor degree from a CCCU institution
and 50% earned a bachelor degree from the specific CCCU institution which they
currently serve as CSAO. The majority, 76%, possess the same religious affiliation of
the institution which they serve as the CSAO. Table 3.7 indicates their responses.

Table 3.7: Demographic Characteristics of Participants (N = 13).

Question and Most Frequent Responses	N	%
Your exact position.		
Vice President for Student Affairs	4	30.8%
Dean of Students	3	23.1%
Vice President	2	15.4%
To whom do you report:		
President	8	61.5%
Executive Vice President	2	15.4%
Number of years in current CSAO position:		
2 years	3	23.1%
5 years	3	23.1%
Number of years in a full-time faculty/staff member position at this CCCU		
institution:		
2 years	2	15.4%
3 years	2	15.4%
21 years	2	15.4%

Table 3.7: Demographic Characteristics of Participants Continued.

Question and Most Frequent Responses	N	%
Number of years in a full-time student affairs position prior to the current		
CSAO position:		
2 years	4	30.8%
0 years	3	23.1%
Total number of years in a full-time position in higher education:		
2 years	2	15.4%
17 years	2	15.4%
18 years	2	15.4%
Do you hold academic rank?		
No academic rank	11	73.3%
Gender:		
Male	11	84.6%
Age:		
26 years	1	7.7%
44 years	3	23.1%
49 years	3	23.1%
61 years	1	7.7%
Marital status:		
Married	12	92.3%
Ethnic background:		
Caucasian	12	92.3%
Hispanic	1	7.7%

Table 3.7: Demographic Characteristics of Participants Continued.

Question and Most Frequent Responses	N	%
Please check the highest degree earned and indicate major field of study of highest degree:		
Master's degree	5	38.5%
Ph.D.	3	23.1%
Ed.D.	2	15.4%
Please check the highest degree earned and indicate major field of study of highest degree:		
Counseling	2	16.7%
Education	2	16.7%
Did you earn your bachelor's degree from a CCCU institution?		
Yes	9	69.2%
If yes, did you earn the degree from the CCCU institution which you currently serve as the CSAO?		
Yes	5	50%
No	5	50%
Religious denomination affiliation of Institution:		
Other	3	20%
Southern Baptist	3	20%
Is your personal religious denomination affiliation the same as the religious denomination affiliation of the institution, which you serve as the CSAO?		
Yes	10	76.9%
Do you wish to receive a copy of the study results?		
Yes	10	76.9%

Cronbach alpha was used as a reliability measure of the pilot survey items. Vogt (1999)

suggests Cronbach alpha is widely used, as it can be used for test items that have more than two

answers, such as Likert scales. Further he suggests an alpha coefficient above .70 suggests that

the items in the index are measuring the same thing (p. 64). When tested for reliability, the pilot

survey had a total Cronbach alpha of .97. The Cronbach alpha scores associated with the

responsibilities section yielded a .71 for the educator domain, .90 for the leader domain, and a

.73 for the manager domain.   The Cronbach alpha scores associated with the role section yielded

a .78 for the educator domain, .91 for the leader domain, and a .75 for the manager domain. The

Cronbach alpha sores associated with the essentialness section yielded a .86 for the educator

domain, .89 for the leader domain, and .68 for the manager domain. The alpha coefficients

suggest that the pilot study questions are reliable.

The evaluation form solicited the opinions from the pilot study utilizing a Likert scale

with 1 being the least positive response and 5 being the most positive response to the following

questions:

> The questions were self explanatory.
> The available responses to each question were understood.
> The instructions were understood.
> Completing the survey was relatively easy.
> In term of minutes, indicate the length of time to complete the survey. Do not include the
>   time to complete this evaluation form in your answer.
> Do the behavioral characteristics associated with the three student affairs domains reflect
>   the roles and responsibilities of a CSAO?
> Any further suggestions or comments?

The first question had a mean of (M=3.92); the second question had a mean of (M=4.31);

the third question had a mean of (M=4.46); the fourth question had a mean of (M =4.62); and the

survey was completed in (M=13.46) minutes. 100 % of respondents responded with yes that the

behavioral characteristics associated with the three student affairs administration domains do

reflect the roles and responsibilities of a CSAO. One qualitative question was asked with the

following responses:

"I think the definition should be at the top. Briefly looking at them would have been

helpful."

"I wish you well in your studies. Having been there done that I want to assure you

that it does all come together in completed form. AND , it is well worth the effort."

"Appears to be an excellent frame work for defining the role and responsibilities of

CSAO. The CCCU distinction should prove insight and helpful for future research."

Procedures

Prior to the collection of data, each CCCU institution was identified from the CCCU

website. Each institution's demographic information (name, campus mailing address, telephone

number, enrollment, tuition, affiliation or control, FICE identification, and Carnegie

classification) and CSAO's contact information (name, title, campus mailing address, and email

address) was obtained from the *2005 Higher Education Directory*. Both the institution's and

CSAO's information was then entered into a database.

The collection of data was a four-step process over approximately three weeks. The first

of the four steps was an initial cover letter sent via first class United States mail to the CSAO's

campus address. The cover letter explained the study, verified their email address, provided the

date the initial email was to be received, identified the sender of the email and subject header,

addressed security and privacy issues, and sought their participation. The URL address of the

survey was also included in the cover letter should any of the CSAOs desire to complete the

survey prior to the initial email. The second step, which occurred approximately one week later,

was an email sent to the CSAOs with a similar copy of the above referenced cover letter and

attached web-based survey for completion and submission. The third and fourth steps of the

process, which occurred approximately the third and seventh day after the initial email, was an

email to further solicit the participation of those CSAOs not responding to the survey and

thanking those CSAOs which had responded. All emails were sent individually to the CSAOs

and not as a mass distribution list.

As noted in the correspondences, a printable version of the survey was available from the

web should a CSAO prefer to complete and return it by United States mail. No such responses

were received. The responses submitted by the CSAOs were anonymous and stored as raw data

in a database created by the personnel associated with Texas Tech University College of

Education Institutional Research and then imported to SPSS 12.0 for analysis.

Research Questions and Analysis

Below are the research questions and the statistical analysis techniques to be used with

each.

1. Do CSAOs primarily consider themselves educators, leaders, or managers?

   The data for this question will be analyzed by frequencies and percentages. Specifically,

   the data will be reported as frequencies and percentages for each of the three student

   affairs administration domains.

2. Is there a difference among CSAOs' perception of self on each grouped behavioral

   characteristics associated with each student affairs administration domain?

   The 9 One-Way ANOVA's with a post hoc test to minimize a Type I Error will be

   utilized to respond to this research question. The Bonferroni correction procedure was

utilized for this study to control for Type I Error inflation as it reduces the alpha level by

dividing the original alpha by the number of comparisons. The Bonferroni is calculated

by the original alpha level of 0.05 divided by the number of comparisons, nine. Thus,

0.05 divided by 9 or .006 for the difference to be significant at the 0.05 level.

Specifically, the student affairs administration domain as self reported by the CSAOs

serve as the independent variable for this study and the grouped behavioral characteristics

associated with each domain serve as the dependent variables for this study.

3. Which student affairs administration domain best describes the overall responsibilities of

the CSAO?

The means of each domain will be compared, as will frequencies and percentages.

4. Which student affairs administration domain best describes the daily roles of the CSAO?

The means of each domain will be compared, as will frequencies and percentages.

5. What student affairs administration domain is most essential to possess for an aspiring

CSAO?

The means of each domain will be compared, as will frequencies and percentages.

6. What is the demographic makeup of this population of CSAOs?

The data will be analyzed by means, frequencies, percentages, and counts.

Chapter Summary

The purpose of this chapter was to outline the research design and methodology of this

study. This study is a survey of the CSAOs of CCCU institutions located in the United States.

The primary purpose of this study is to determine whether CSAOs primarily consider themselves

educators, leaders, or managers and whether is there a difference among CSAOs' perceptions of

self on each grouped behavioral characteristics associated with each student affairs administration domain. A secondary purpose of this study is to generate demographic information from this population of CSAOs.

The development of this survey is based upon the theoretical perspective and research of Winston et al. (2001) as they identify three student affairs administration domains as educator, leader, and manager. Associated with the leader and manager domain are behavioral characteristics adapted from the work of Yukl (1998) while the behavioral characteristics associated with the educator domain they created themselves. Winston et al. contended all three domains are crucial, but the educator domain is the cornerstone. This survey is designed to address if the behavioral characteristics associated with each domain supports the claim that CSAOs are primarily educators.

The expert panel supported the face validity of the survey instrument. One suggestion was made to clarify a question on the demographic section of the survey. The pilot study afforded the opportunity to test the validity and reliability of the survey instrument. The pilot study responses were consistent in supporting the affiliated member CCCU CSAOs position they primarily consider themselves leaders. However, on the amount of time spent daily section the affiliated member CCCU CSAOs identified themselves as managers. Their responses did not support that CSAOs are primarily educators (Sandeen, 1991) or Winston et al. (2001) model which the educator domain is the cornerstone.

With suggestions of the dissertation committee, an expert panel, and pilot study, the prototype survey was developed and revised. From the revisions, technology personnel associated with Texas Tech University College of Education developed the final web-based survey prior to distribution to the population. All research design, methods, and correspondences

were submitted to and approved by the Texas Tech University Human Subject Committee prior to collection of data.

The collection of data was a four step-process over approximately three weeks. Data obtained from this study is analyzed and reported in Chapter Four.

CHAPTER 4

ANALYSIS OF THE DATA

This chapter is designed to provide the research results of the data collected from the

CSAOs of the CCCU institutions located in the United States. The data collected represents a

62.1% (N=64, 103) response rate. Reasons given by those not responding to the survey

included:

"Out of the office for vacation."

"I have been gone somewhat and your survey kept getting pushed back as other deadlines

hit me."

"I just returned from vacation and found your letter about your research project. If it is

too late to participate, I would still be interested in receiving a summary of the results."

"Out of the office for vacation."

"I have been out a great deal in July."

The statistical analysis techniques used with each research question are addressed in Chapter 3.

Below are the responses to each research question from the study.

1. Do CSAOs primarily consider themselves educators, leaders, or managers?

The analysis found that more than 57% of CCCU CSAOs primarily consider themselves

leaders and approximately 30% of the CCCU CSAOs primarily consider themselves

educators. Whereas the manager domain did not receive any responses in the pilot study,

12.5% of the CCCU CSAOs primarily considered themselves managers. Table 4.1

reflects the responses.

To address the issue of cultural basis among the three domains, the CCCU CSAOs were

asked to choose only one of the domains which they most admired among educational

administrators. Approximately 69% of the CCCU CSAOs most admired an educational

administrator as a leader. Slightly more than 28% most admired an educator as an

educational administrator while only 3.1% of the CCCU CSAOs most admired a manager

as an educational administrator. Table 4.1 reflects the responses.

Table 4.1: Responses to Survey Questions "As CSAO, do you primarily consider yourself a:"

and "Among educational administrators, whom do you admire most:" (N = 64).

Domain	Consider Themselves		Most Admire	
	N	%	N	%
Educator	19	29.7%	18	28.1%
Leader	37	57.8%	44	68.8%
Manager	8	12.5%	2	3.1%

2. Is there a difference among CSAOs' perception of self on each grouped behavioral

   characteristics associated with each student affairs administration domain?

   "The analysis of variance (ANOVA) is used when a researcher wants to examine the

   mean differences of two or more levels of an independent variable on one dependant

   variable" (Heppner and Heppner, 2004, p. 251). This question attempts to compare the

   mean differences across multiple levels of grouped behavioral characteristics associated

   with each domain on CSAOs perception of self.   Nine one-way ANOVAs were

   computed and an *F* statistic and associated p value computed. When the data were

   analyzed the researcher found three of the nine behavioral characteristics associated with

   specific domains did show signs of statistical significance. Among these are the overall

   educator combined $F(2, 61) = .030$, $p<.05$, daily educator combined $F(2,60) = .003$,

   $p<.05$, and essential educator combined $F(2,61) = .013$, $p<.05$. Using the Bonferroni

   procedure discussed in Chapter 3, the daily educator combined was significant $F(2, 60) =$

   $.003$, $p<.006$. Additionally, split file processing was performed, and a post hoc test,

   Tukey HSD, was selected for pairwise comparisons between groups – educators, leaders,

   and managers. The Tukey analysis identified a significant mean difference of .54638 in

   the amount of time spent daily between educators (M=3.3923) and leaders (M=2.8460).

   Table 4.2 reflects the results.

Table 4.2: One-Way Analysis of Variance for Difference Between Student Affairs Self Reported

Domain (Educator, Leader, Manager) and the Various Grouped Behavioral Characteristics

Associated with Each Domain.

Variable	df	SS	MS	F	Sig.	Post Hoc
Overall Educator Combined						
Between groups	2	2.267	1.133	3.699	.030	*NS*
Within groups	61	18.630	.306			
Overall Leader Combined						
Between groups	2	.787	.394	2.058	.136	*NS*
Within groups	61	11.667	.191			
Overall Manager Combined						
Between groups	2	.574	.287	1.648	.201	*NS*
Within groups	61	10.625	.174			
Daily Educator Combined						
Between groups	2	3.717	1.858	6.285	.003	.003
Within groups	60	17.741	.296			
Daily Leader Combined						
Between groups	2	.128	.064	.391	.678	*NS*
Within groups	60	9.784	.163			

Table 4.2: One-Way Analysis of Variance for Difference Between Student Affairs Self Reported Domain (Educator, Leader, Manager) and the Various Behavioral Characteristics Associated with Each Domain Continued.

Variable	df	SS	MS	F	Sig.	Post Hoc
Daily Manager Combined						
Between groups	2	1.056	.528	2.476	.093	*NS*
Within groups	59	12.575	.213			
Essential Educator Combined						
Between groups	2	1.517	.759	4.671	.013	*NS*
Within groups	61	9.905	.162			
Essential Leader Combined						
Between groups	2	.102	.051	.358	.700	*NS*
Within groups	61	8.656	.142			
Essential Manager Combined						
Between groups	2	.727	.363	2.421	.097	*NS*
Within groups	61	9.157	.150			

The mean difference is significant at p<.05

The mean difference is significant for the post hoc Bonferroni procedure at p< .006

3. Which student affairs administration domain best describes the overall responsibilities of the CSAO?

The CCCU CSAOs overall responsibilities are more aligned with the behavioral characteristics associated with the leader domain, where the total mean for the leader

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domain is (M=4.18), corresponding with *mostly describes my overall responsibility* descriptor of the Likert scale. The range of means for the leader domain was (M=3.59; SD=.921) with monitoring being the lowest mean and (M=4.53; SD=.642) problem solving being the highest mean. Supporting (M=4.52; SD=.622) and developing and mentoring (M=4.44; SD=.639) behavioral characteristics were the next two highest means.

The behavioral characteristics associated with the manager domain was the next highest total mean of (M=3.95), corresponding with *somewhat describes my overall responsibilities* descriptor of the Likert scale. The range of means for the manager domain was (M=2.85; SD=.801) with controlling being the lowest mean and (M=4.62; SD=.506) decision making being the highest mean. Planning and organizing (M=4.46; SD=.519) and representing (M=4.23; SD=.599) behavioral characteristics were the next two highest means.

The behavioral characteristics associated with the educator domain had the lowest total mean of (M=3.58), corresponding with *somewhat describes my overall responsibilities* descriptor of the Likert scale. The range of means for the educator domain was (M=2.27; SD=.877) with lecturing being the lowest mean and (M=4.38; SD=.766) modeling being the highest mean followed by collaborating (M=4.09; SD=.904) and facilitating (M=4.05; SD=.881).

The CCCU CSAOs indicated the domain which best describes their overall responsibilities are the behavioral characteristics associated with the leader domain followed by the manager and educator domains, respectively. Table 4.3 indicates the individual and total means for the behavioral characteristics for responsibilities section.

Table 4.3: Individual and Total Means for Behavioral Characteristics for Overall

Responsibilities (N = 64).

Behavioral Characteristics – Overall Responsibilities	N	%	M	SD
As an Educator:				
Advising	22	34.4%	3.14	1.037
Coaching	23	35.9%	3.48	1.039
Collaborating	26	40.6%	4.09	.904
Demonstrating	27	42.2%	3.52	.816
Evaluating	29	45.3%	3.70	.770
Facilitating	32	50.0%	4.05	.881
Learning	27	42.2%	3.78	1.000
Lecturing	29	45.35%	2.27	.877
Modeling	32	50.0%	4.38	.766
Researching	31	48.4%	2.70	.790
Structuring	24	37.5%	3.75	.943
Total Mean for Educator			3.58	
As a Leader:				
Clarifying Roles and Objectives	29	45.3%	4.34	.672
Consulting	36	56.3%	3.95	.700
Delegating	34	53.1%	4.11	.715
Developing and Mentoring	32	50.0%	4.44	.639
Informing	33	51.6%	4.06	.732
Managing Conflicts and Teambuilding	29	45.3%	4.25	.735
Monitoring	27	42.2%	3.59	.921
Motivating and Inspiring	30	46.9%	4.38	.630
Networking	24	37.5%	3.97	.796
Planning and Organizing	36	56.3%	4.41	.526

Table 4.3: Individual and Total Domain Means for the Behavioral Characteristics for Overall

Responsibilities Continued.

Behavioral Characteristics – Overall Responsibilities	N	%	M	SD
Problem Solving	39	60.9%	4.53	.642
Recognizing	37	57.8%	3.98	.654
Rewarding	29	45.3%	3.97	.776
Supporting	36	56.3%	4.52	.622
Total Mean for Leader			4.18	
As a Manager:				
Administrating	29	45.3%	4.15	1.144
Consulting	38	59.4%	3.62	.961
Controlling	26	40.6%	2.85	.801
Coordinating	31	48.4%	3.92	.641
Decision Making	32	50.0%	4.62	.506
Monitoring Indicators	28	43.8%	3.54	.660
Planning and Organizing	39	60.9%	4.46	.519
Representing	26	40.6%	4.23	.599
Supervising	30	46.9%	4.15	.689
Total Mean for Manager			3.95	
Grand Mean for Overall Responsibilities			3.89	

4. Which student affairs administration domain best describes the daily roles of the CSAO?

The CCCU CSAOs indicated their amount of time spent daily is more aligned with the behavioral characteristics associated with the leader domain, where the total mean for the leader domain is (M=3.45), corresponding with *some time spent daily* descriptor of the Likert scale. The range of means for the leader domain was (M=2.87; SD=.772) with rewarding being the lowest mean and (M=4.05; SD=.771) supporting being the highest mean. Problem solving (M=4.02; SD=.852) and planning and organizing (M=3.73; SD=.677) behavioral characteristics were the next two highest means.

The behavioral characteristics associated with the manager domain was the next highest total mean of (M=3.43), corresponding with *some time spent daily* descriptor of the Likert scale. The range of means for the manager domain was (M=2.31; SD=.781) with controlling being the lowest mean and (M=4.08; SD=.685) administrating being the highest mean. Decision making (M=4.03; SD=.724) and planning and organizing (M=3.84; SD=.793) behavioral characteristics were the next two highest means.

The behavioral characteristics associated with the educator domain had the lowest total mean of (M=3.04), corresponding with *some time spent daily* descriptor of the Likert scale. The range of means for the educator domain was (M=1.97; SD=.718) with lecturing being the lowest mean and (M=3.95; SD=.906) modeling being the highest mean followed by collaborating (M=3.68; SD=.913) and facilitating (M=3.56; SD=.898). The CCCU CSAOs indicated the domain which best describes their amount of time spent daily are the behavioral characteristics associated with the leader domain followed by the manager and educator domains, respectively. Table 4.4 indicates the individual and total means for the behavioral characteristics for the roles section of the survey.

Table 4.4: Individual and Total Means for Behavioral Characteristics for Time Spent Daily (N =
64).

Behavioral Characteristics – Time Spent Daily	N	%	M	SD
As an Educator:				
Advising	37	57.8%	2.87	1.129
Coaching	25	39.1%	3.05	.974
Collaborating	28	43.8%	3.68	.913
Demonstrating	24	37.5%	2.90	.928
Evaluating	34	53.1%	2.86	.737
Facilitating	25	39.1%	3.56	.898
Learning	27	42.2%	3.08	.955
Lecturing	37	57.8%	1.97	.718
Modeling	23	35.9%	3.95	.906
Researching	32	50.0%	2.30	.796
Structuring	28	43.8%	3.16	.884
Total Mean for Educator			3.04	
As a Leader:				
Clarifying Roles and Objectives	29	45.3%	3.44	.819
Consulting	27	42.2%	3.27	.865
Delegating	57	89.1%	3.44	.667
Developing and Mentoring	29	45.3%	3.70	.854
Informing	27	42.2%	3.43	.856
Managing Conflicts and Teambuilding	48	75.0%	3.46	.895
Monitoring	29	45.3%	2.90	.797
Motivating and Inspiring	30	46.9%	3.71	.771
Networking	24	37.5%	3.24	.875

Behavioral Characteristics – Time Spent Daily	N	%	M	SD
Planning and Organizing	36	56.3%	3.73	.677
Problem Solving	27	42.2%	4.02	.852
Recognizing	34	53.1%	3.10	.712
Rewarding	31	48.4%	2.87	.772
Supporting	29	45.3%	4.05	.771
Total Mean for Leader			3.45	
As a Manager:				
Administrating	33	51.6%	4.08	.685
Consulting	24	37.5%	3.21	.908
Controlling	37	57.8%	2.31	.781
Coordinating	27	42.2%	3.57	.763
Decision Making	33	51.6%	4.03	.724
Monitoring Indicators	33	51.6%	2.87	.839
Planning and Organizing	36	56.3%	3.84	.793
Representing	25	39.1%	3.44	.952
Supervising	47	73.4%	3.54	.848
Total Mean for Manager			3.43	
Grand Mean for Time Spent Daily			3.31	

5. What student affairs administration domain is most essential to possess for an aspiring CSAO?

The CCCU CSAOs indicated the most essential domain to possess for an aspiring CSAO aligned with the behavioral characteristics associated with the leader domain, where the total mean for the leader domain is (M=4.06), corresponding with *more essentialness for an aspiring CSAO to possess* descriptor of the Likert scale. The range of means for the leader domain was (M=3.37; SD=.679) with monitoring being the lowest mean and (M=4.45; SD=.615) supporting being the highest mean. Motivating and inspiring (M=4.44; SD=.588) and managing conflicts and team building (M=4.38; SD=.724) behavioral characteristics were the next two highest means.

The behavioral characteristics associated with the manager domain was the next highest total mean of (M=3.90), corresponding with *somewhat essential for an aspiring CSAO to possess* descriptor of the Likert scale. The range of means for the manager domain was (M=2.73; SD=.859) with controlling being the lowest mean and (M=4.42; SD=.612) decision making being the highest mean. Planning and organizing (M=4.23; SD=.707) and administrating (M=4.20; SD=.717) behavioral characteristics were the next two highest means.

The behavioral characteristics associated with the educator domain had the lowest total mean of (M=3.69), corresponding with *somewhat essential for an aspiring CSAO to possess* descriptor of the Likert scale. The range of means for the educator domain was (M=2.47; SD=.854) with lecturing being the lowest mean and (M=4.38; SD=.678) modeling being the highest mean followed by collaborating (M=4.33; SD=.714), facilitating (M=4.08; SD=.741), and learning (M=4.08; SD=.719).

The CCCU CSAOs indicated the domain most essential for an aspiring CSAO to possess

are the behavioral characteristics associated with the leader domain followed by the

manager and educator domains, respectively. Table 4.5 indicates the individual and total

means for the behavioral characteristics for the essentialness section of the survey.

Table 4.5: Individual and Total Means for Behavioral Characteristics Essential for Aspiring

CSAO to Possess (N = 64).

Behavioral Characteristics – Essential for Aspiring CSAO to Possess	N	%	M	SD
As an Educator:				
Advising	22	34.4%	3.27	.980
Coaching	23	35.9%	3.77	.938
Collaborating	30	46.9%	4.33	.714
Demonstrating	30	46.9%	3.67	.818
Evaluating	30	46.9%	3.63	.630
Facilitating	32	50.0%	4.08	.741
Learning	34	53.1%	4.08	.719
Lecturing	28	43.8%	2.47	.854
Modeling	31	48.4%	4.38	.678
Researching	33	51.6%	3.14	.753
Structuring	27	42.2%	3.53	.796
Total Mean for Educator			3.69	
As a Leader:				
Clarifying Roles and Objectives	35	54.7%	4.27	.623
Consulting	27	42.2%	3.62	.792
Delegating	34	53.1%	4.13	.678
Developing and Mentoring	31	48.4%	4.33	.672
Informing	30	46.9%	3.79	.765
Managing Conflicts and Teambuilding	33	51.6%	4.38	.724
Monitoring	32	50.0%	3.37	.679

Table 4.5: Individual and Total Means for Behavioral Characteristics Essential for Aspiring

CSAO to Possess Continued.

Behavioral Characteristics – Essential for Aspiring CSAO to Possess	N	%	M	SD
Motivating and Inspiring	61	95.3%	4.44	.588
Networking	29	45.3%	3.91	.771
Planning and Organizing	37	57.8%	4.19	.664
Problem Solving	31	48.4%	4.36	.721
Recognizing	30	46.9%	3.80	.739
Rewarding	33	51.6%	3.75	.690
Supporting	33	51.6%	4.45	.615
Total Mean for Leader			4.06	
As a Manager:				
Administrating	29	45.3%	4.20	.717
Consulting	32	50.0%	3.77	.850
Controlling	31	48.4%	2.73	.859
Coordinating	41	64.1%	4.00	.642
Decision Making	31	48.4%	4.42	.612
Monitoring Indicators	36	56.3%	3.66	.648
Planning and Organizing	32	50.0%	4.23	.707
Representing	32	50.0%	4.02	.745
Supervising	29	45.3%	4.05	.805
Total Mean for Manager			3.90	
Grand Mean for Essential for Aspiring CSAO to Possess			3.88	

Table 4.6: Summary of Group and Total Descriptives for Overall Responsibilities, Time Spent Daily, and Essential for Aspiring CSAO to Possess (N = 64).

Behavioral Characteristics	M	SD
Overall Responsibilities		
Educator	3.58	.58
Leader	4.18	.44
Manager	3.95	.42
Total Mean and SD for Overall Responsibilities	3.89	.38
Time Spent Daily		
Educator	3.04	.59
Leader	3.45	.40
Manager	3.43	.47
Total Mean and SD for Time Spent Daily	3.31	.40
Essential for Aspiring CSAO to Possess		
Educator	3.69	.43
Leader	4.06	.37
Manager	3.90	.40
Total Mean and SD for Essential Aspiring CSAO to Possess	3.88	.33

6. What is the demographic makeup of this population of CSAOs?

    The analysis found 70.3% of the CCCU CSAOs hold the title vice president. However, their extended titles vary. A majority, 62.5%, report directly to the president of the institution and 25% report to an academic officer. Less than half, 42.2%, have been in their current CSAO position four years or less and 57.9% of the CCCU CSAOs reported they have 10 or more years of full-time employment as a faculty/staff member at their current institution. Slightly less than half, 45.3%, reported four years or less of full-time student affairs experience prior to their current position. Of that number, 16 CSAOs have less than one year of full-time student affairs experience prior to their current position. A vast majority, 89%, reported 10 or more years of full-time higher education employment. CCCU CSAOs generally do not hold academic rank as 64.1% reported such. Among those which hold academic rank there is no commonality among the academic department. A CCCU CSAO can be described as a Caucasian, 85.9%, married, 89.1%, male, 75%, 47 years of age (M=47.12) having earned at least a master's degree, 48.4%, if not a terminal degree, 39%. Though the academic disciplines of their degrees vary the CCCU CSAOs reported the education field, 45.3%, as the most prevalent. Approximately 60% earned a bachelor degree from a CCCU institution and of that percentage more than half, 55.3%, earned a bachelor degree from the specific CCCU institution which they currently serve as CSAO. The majority, 60.9%, possess the same religious affiliation of the institution which they serve as the CSAO. Tables 4.7 – 4.22 reflect the responses.

Position Title

The majority, 70.3%, of the CCCU CSAO's indicated their exact position title as vice

president. However, there were various descriptors describing their extended titles such as: of or

for, student life, student development, student life, student services, enrollment and student

services, student development and learning, student leadership and institutional planning, and

enrollment management and student life. Vice president for student development (N=10, 64)

was the most frequent vice president title. The dean title represented 25% of the respondents.

Though the extended titles also vary among the deans the most frequent title was dean of

students (N=9, 64). Of note, one CCCU CSAO held an academic title of associate provost for

student development and dean of campus life. Table 4.7 reflects the responses.

Table 4.7: Title of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Your exact position:		
Vice President	45	70.3%
Dean	16	25.0%
Associate Provost	1	1.6%
Missing	2	3.1%
	64	100%

<u>Report to</u>

The CCCU CSAO's primarily, 62.5%, report to the president. Whereas another 25%

report to an academic officer, with provost (N=12, 64) being the most frequent response. Other

academic officers identified include executive vice president for academic affairs, senior vice

president for academic affairs, provost and dean, and executive vice president and chief

academic officer.   Table 4.8 reflects the responses.

<u>Table 4.8: CSAO Direct Report (N = 64).</u>

Question, and Frequency and Percentage of Response	N	%
To whom do you report:		
President	40	62.5%
Academic Officer	16	25.0%
Vice President for Student Services	1	1.6%
Vice President	3	4.7%
Dean	1	1.6%
Vice President for Enrollment and Student Development	1	1.6%
Vice President for Student Development; Christian Formation	1	1.6%
Missing Data	1	1.6%
	64	100%

Number of Years in Current CSAO Position

Less than half, 42.2%, of the CCCU CSAOs have been in their current position four years or less. It is fairly consistent among those remaining CSAOs as 23.4% have been in the current position five years or more but less than 10 years, and 20.3% have been in their current position ten years or more but less than 15, Of note, two CSAOs have been in their current position 20 years. Table 4.9 reflects the responses.

Number of Years as a Faculty/Staff Member at this CCCU

The number of years the CCCU CSAOs has been employed as a full-time faculty/staff member at their current institution is closely distributed among the data ranges. Four of the CCCU CSAOs have been at their current institution as a full-time faculty/staff member 25 years or more. Table 4.9 reflects the responses.

Number of Years in a Full-time Student Affairs Position Prior to Current CSAO Position

Approximately half, 45.3%, of the CCCU CSAOs reported they had four years or less of student affairs experience prior to their current position. Of that percentage, 16 CSAOs had less than one year full-time student affairs experience prior to their current CSAO position. Another 31.2% reported 10 to 14 years of full-time student affairs experience prior to their current position. Of note, three CCCU CSAOs had more than 20 years of student affairs experience prior to their current position.   Table 4.9 reflects the responses.

Number of Years in a Full-time Position in Higher Education

The majority of those CCCU CSAOs responding, 89% reported at least 10 or more years of full-time higher education employment. Of note, three CCCU CSAOs have more than 30 years of full-time higher education employment. Table 4.9 reflects the responses.

Table 4.9: Summary of Professional Experience in Higher Education (N = 64).

Question *Number of years in:*	*Current CSAO position:*		*A full-time faculty/staff member position at this CCCU*		*A full-time Student Affairs position prior to current CSAO position*		*A full-time position in Higher Education*	
Frequency and Percentage of Response	N	%	N	%	N	%	N	%
0-4	27	42.2%	13	20.3%	29	45.3%	1	1.6%
5-9	15	23.4%	13	20.3%	5	7.8%	5	7.8%
10-14	13	20.3%	11	17.2%	20	31.2%	14	21.9%
15-19	6	9.4%	11	17.2%	6	9.4%	15	23.4%
20-24	2	3.1%	11	17.2%	3	4.7%	17	26.5%
25-29	0	0%	3	4.7%	0	0%	8	12.5%
30-34	0	0%	1	1.6%	0	0%	2	3.1%
35	0	0%	0	0%	0	0%	1	1.6%
Missing Data	1	1.6%	1	1.6%	1	1.6%	1	1.6%
	64	100%	64	100%	64	100%	64	100%

Academic Rank

CCCU CSAOs generally do not hold academic rank as 64.1% reported such. Among those which hold academic rank there is no commonality among the academic department. Tables 4.10 – 4.11 reflect the responses.

Table 4.10: Academic Rank of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Do you hold academic rank?		
No Academic Rank	41	64.1%
Professor	3	4.7%
Associate Professor	4	6.3%
Assistant Professor	7	10.9%
Instructor	2	3.1%
Other: Non-teaching Faculty	2	3.1%
Other: Administrative	1	1.6%
Other: Co-curricular Faculty	1	1.6%
Other: Special Appointment Faculty	1	1.6%
Other: Non-voting Administrative Faculty	1	1.6%
Other: Affiliate Faculty	1	1.6%
	64	100%

Table 4.11: Academic Rank Department Affiliation of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
If you hold academic rank, what academic department:		
General Education	2	3.1%
Music	1	1.6%
Psychology	5	7.8%
English & Leadership	1	1.6%
Communication & Leadership	1	1.6%
Christian Studies	1	1.6%
Religion and Philosophy	1	1.6%
No Department	4	6.3%
Administrator	1	1.6%
Education & Behavior Studies	1	1.6%
Student Affairs	1	1.6%
Religion & Humanities	1	1.6%
Missing Data	44	68.8%
	64	100%

Gender, Age, Marital Status, and Ethnicity

The vast majority, 75%, of the CCCU CSAOs are men. The range of their ages are 34 to

68 years with a mean of (M=47.12). The majority, 71.9%, are at least 40 but less than 55 years

of age. Of note, three CCCU CSAOs are 34 years of age or less and one is 68 years of age. The

overwhelming majority, 89.1%, reported their martial status as married and 85.9% of the CCCU

CSAOs identified their ethnic background as Caucasian. Of note one CCCU CSAO reported

their ethnic background as "Child of God". Tables 4.12 – 4.15 reflect the responses.

Table 4.12: Gender of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Gender:		
Female	15	23.4
Male	48	75.0%
Missing Data	1	1.6%
	64	100%

Table 4.13: Age of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Age:		
30-34	3	4.7%
35-39	5	7.8%
40-44	18	28.1%
45-49	12	18.8%
50-54	16	25.0%
55-59	2	3.1%
60-64	5	7.8%
68	1	1.6%
Missing Data	2	3.1%
	64	100%

Table 4.14: Marital Status of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Marital Status:		
Never Married	4	6.3%
Married	57	89.1%
Divorced	2	3.1%
Missing Data	1	1.6%
	64	100%

Table 4.15: Ethnic Background of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Ethnic Background:		
Caucasian	55	85.9%
African American	3	4.7%
Asian American	1	1.6%
Other: European American	1	1.6%
Other: Child of God	1	1.6%
Missing Data	3	4.7%
	64	100%

<u>Highest Degree Earned</u>

A master's degree is the highest degree earned by 48.4% of the CCCU CSAOs and 39%

have earned a terminal degree. Though the academic disciplines of their degrees vary, 45.3%,

the CCCU CSAOs reported the education field as the most prevalent. The education field of

study included education, educational administration, higher education leadership and policy,

higher education administration, educational leadership and policy, counselor education- student

affairs, student personnel, student affairs, student affairs administration, college student

development and higher education. Of note only five CCCU CSAOs reported a religious,

divinity, or theology as their highest degree field of study.   Tables 4.16 – 4.17 reflect the

responses.

<u>Table 4.16: Highest Degree Earned of CSAO (N = 64).</u>

Question, and Frequency and Percentage of Response	N	%
Please check the highest degree earned an indicate major field of study of highest degree:		
Ph.D.	15	23.4%
Ed.D.	10	15.6%
Professional Degree – Specify	2	3.1%
Master's	31	48.4%
Bachelors	1	1.6%
Other: Doctor of Ministry	1	1.6%
Other: Minister of Divinity	1	1.6%
Other: JD	1	1.6%
Missing Data	2	3.1%
	64	100%

Table 4.17: Highest Degree Field of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Field of study of highest degree:		
Education	29	45.3%
Counseling	7	10.9%
Master of Divinity – Pastoral Counseling	1	1.6%
Music	1	1.6%
Theology	3	4.7%
Science/Math	1	1.6%
Organizational Leadership	1	1.6%
Law	2	3.1%
Political Science	1	1.6%
Counseling Psychology	3	4.7%
Religion	1	1.6%
Leadership	3	4.7%
Clinical Psychology	1	1.6%
Other	1	1.6%
History	1	1.6%
English	1	1.6%
Zoology	1	1.6%
Missing Data	6	9.4%
	64	100%

Bachelor Degree and Current CSAO Position

Approximately 60% of the CCCU CSAOs earned a bachelor degree from a CCCU institution and of that percentage more than half, 55.3%, currently serve as the CSAO of their undergraduate institution. Tables 4.18 and 4.19 reflect the responses.

Table 4.18: Bachelor Degree Institution of CSAO (N = 64).

Question, and Frequency and Percentage of Response	N	%
Did you earn your bachelor's degree from a CCCU institution?		
Yes	38	59.4%
No	22	34.4%
Missing Data	4	6.3%
	64	100%

Table 4.19: Bachelor Degree from Current Institution of CSAO (N = 38).

Question, and Frequency and Percentage of Response	N	%
If yes, did you earn the degree from the CCCU in which you currently serve as the CSAO?		
Yes	21	55.3%
No	17	44.7%
Missing Data	0	0%
	38	100%

Institution and Personal Religious Denomination Affiliation

The CCCU CSAOs reported the religious denomination affiliation of the institution

which they serve as CSAO are more aligned with the Baptist (American or Southern)

denomination, 26.5%, Christian Reform Church, 20.3%, Presbyterian Church (USA), 9.4%, or

have no official denomination affiliation or religious affiliation, 9.4%. Of note, 60.9% of the

CCCU CSAOs reported their personal religious denomination affiliation is the same as the

institutions'. Tables 4.20 - 4.22 reflect the responses.

Table 4.20: Religious Affiliation CSAO's Institution (N = 64).

Question, and Frequency and Percentage of Response	N	%
Religious denomination affiliation of institution:		
No Official Denomination Affiliation or Religious Affiliation	6	9.4%
Assemblies of God Church	2	3.1%
American Baptist	10	15.6%
Southern Baptist	7	10.9%
Christian Reformed Church	13	20.3%
Church of God – Various Cities	3	4.7%
Wesleyan Church	4	6.3%
Presbyterian Church (USA)	6	9.4%
Christ and Missionary Alliance, The	3	4.7%
Mennonite	2	3.1%
Free Methodist Church	2	3.1%
Friends	1	1.6%
Church of the Nazarene	3	4.7%
Christian Churches and Church of Christ	1	1.6%
General Conference Baptist	1	1.6%
	64	100%

Table 4.21: Religious Affiliation of CSAO's Institution – Other (N = 64).

Question, and Frequency and Percentage of Response	N	%
Religious denomination affiliation of institution - Other:		
Baptist	2	3.1%
Independent Community Church	1	1.6%
Nondenominational	3	4.7%
Interdenominational	1	1.6%
United Methodist	1	1.6%
Charismatic Independent	1	1.6%
Multi-nondenominational (Azusa Pacific)	1	1.6%
Missionary Baptist	1	1.6%
Missing Data	53	82.8%
	64	100%

Table 4.22: Religious Affiliation of CSAO and CCCU (N = 64).

Question, and Frequency and Percentage of Response	N	%
Is you personal religious denomination affiliation the same as the religious denomination affiliation of the institution, which you serve as CSAO?		
Yes	39	60.9%
No	20	31.3%
Missing Data	5	7.8%
	64	100%

Reliability

Cronbach alpha was used as a reliability measure of the survey items. Vogt (1999) suggests the Cronback alpha is widely used as it can be used for test items that have more than two answers, such as Likert scales. Further he suggests an alpha coefficient above .70 suggest that the items in the index are measuring the same thing (p. 64). When tested for reliability the survey had a total Cronbach alpha of .96. The Cronbach alpha scores associated with the responsibilities section of the survey yielded a .86 for the educator domain, a .89 for the leader domain, and a .74 for the manager domain. The Cronbach alpha scores associated with the role section of the survey yielded a .83 for the educator domain, a .77 for the leader domain, and a .76 for the manager domain. The Cronbach alpha scores associated with the essentialness section of the survey yielded a .76 for the educator domain, a .82 for the leader domain, and a .69 for the manager domain. The alpha coefficients suggest the survey questions are reliable.

Chapter Summary

The purpose of this chapter was to provide the research results of the data collected from the CSAOs of the CCCU institutions located in the United States. The data collected represents a 62.1% (N=64,103) response rate.

The researcher found the CCCU CSAOs primarily consider themselves leaders (57.8%) and among educational administrators they most admire leaders (68.8%). Supporting their self-perception of primarily being leaders, the overall means indicated the CCCU CSAOs overall responsibilities, amount of time spent daily, and the most essential domain to possess for an aspiring CSAO aligned with the behavioral characteristics associated with the leader domain followed by the manager, and educator domain, respectively.

Utilizing analysis of variance (ANOVA) statistical significance was found among overall educator combined $F(2, 61) =.030$, $p<.05$, daily educator combined $F(2, 60) =.003$, $p<.05$, and essential educator combined $F(2, 61) =.013$, $p<.05$. The Bonferroni procedure was utilized as a correction for Type I Error inflation and statistical significance was found among the daily educator combined $F (2, 60) =.003$, $p<.006$. Additionally, split file processing was performed and a further post hoc, Tukey HSD was selected for pairwise comparisons between groups – educators, leaders, and managers. Tukey identified a significant mean difference of .54638 in the amount of time spent daily between educators (M=3.3923) and leaders (M=2.8460).

The professional demographic makeup of the CCCU CSAOs includes the majority (70.3%) hold the title vice president, though their extended titles vary, and report directly to the president (62.5%). Less than half (42.2%) have been in their current CSAO position four years or less and have been at their current institution as a full-time faculty/staff member for 10 or more years (57.9%). Slightly less than half (45.3%) of the CCCU CSAOs have four years or less full-time student affairs experience prior to their current position and of this percentage 16 CSAOs have less than one year of student affairs experience prior to their current position. Most (89%) have 10 or more years of full-time higher education employment. Generally, CCCU CSAOs (64.1%) do not hold academic rank.

The personal demographic makeup of the CCCU CSAOs can be summarized as a Caucasian (85.9%), married (89.1%), male (75%), between 40 – 54 years of age (71.9%) with a mean of (M=47.12), having earned at least a master's degree (48.4%), if not a terminal degree (39%). A majority (60%) earned their undergraduate degree from a CCCU institution and of that percentage more than half (55.3%) earned their undergraduate degree from the specific CCCU

institution in which they currently serve as CSAO. The majority (60.9%) possess the same

religious affiliation of the institution in which they serve as CSAO.

Conclusions and recommendations for further research are covered in Chapter Five.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

This chapter will summarize this research study, specifically looking at, the Council for Christian Colleges and Universities (CCCU) Chief Student Affairs Officers (CSAO) and their roles and responsibilities as an educator, leader, and manager. This chapter includes a summary of the study, summary of the findings and conclusions, implications for practice, and recommendations for further research.

Summary of the Study

American colleges and universities are concerned with the out-of-the-classroom lives of their students (Weingartner, 1996). The non-classroom learning includes programs and services offered by institutions to transition students in developing to their full potential for their personal success and the betterment of society (Goodlad, 1997; Winston et al. 2001). Though referred to by a host of names, student affairs is chiefly responsible for this aspect of American higher education.

Student affairs is recognized along with academic affairs and administrative (business) affairs as the administrative organization of most higher education institutions (Rhatigan, 2000; Tucker & Bryan, 1991; Winston et al. 2001). The senior level administrator responsible for the out-of-the-classroom programs and services for students is commonly referred to as Chief Student Affairs Officer. Influenced by various ever-changing events, student affairs and the CSAO have emerged from a student conduct and disciplinarian role to the current diverse

programs and services offered that compliment the academic mission of a specific higher education institution.

With the expansion of the traditional disciplinarian role the current CSAO is described as an educator, leader, and manager (Winston et al. 2001). One obstacle to studying the CSAO position is that student affairs as a profession and organization are still evolving and the roles and responsibilities of the CSAO vary from one campus to another. As a result, the role of a CSAO is not standardized in the specific setting of the CCCU institutions.

This study is based upon the theoretical perspective and research of Winston et al. (2001). They identified three student affairs administration domains including educator, leader, and manager. Associated with the leader and manager domains are behavioral characteristics adapted from the work of Yukl (1998) while Winston et al. created the behavioral characteristics associated with the educator domain. They contended all three domains are crucial, but the educator domain is the cornerstone. Table 3.1 provides the Student Affairs Administration Domains and Behavioral Characteristics associated with each.

The primary purpose of this study is to determine whether CCCU CSAOs primarily consider themselves educators, leaders, or managers and whether there is a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain. A secondary purpose of this study is to generate demographic information from this population of CSAOs.

Both the primary and secondary purposes of this study were addressed by the following research questions:

1. Do CSAOs primarily consider themselves educators, leaders, or managers?

2. Is there a difference among CSAOs' perception of self on each grouped behavioral characteristics associated with each student affairs administration domain?

3. Which student affairs administration domain best describes the overall responsibilities of the CSAO?

4. Which student affairs administration domain best describes the daily roles of the CSAO?

5. What student affairs administration domain is most essential to possess for an aspiring CSAO?

6. What is the demographic makeup of this population of CSAOs?

<u>Summary of the Findings and Conclusions</u>

No survey using the Winston et al. (2001) domains was available, thus a prototype of the survey was constructed. With suggestions from the dissertation committee, an expert panel, and pilot study, the final web-based survey was revised prior to distribution to the CCCU CSAOs. The survey was constructed into five sections to correspond to the research questions. The collection of data was a four-step process over approximately three weeks during July 2005. The data collected represents a 62.1% (N=64,103) response rate.

Supporting their self-perception of primarily being leaders, the overall means indicated the CCCU CSAO's overall responsibilities, amount of time spent daily, and the most essential domain to possess of an aspiring CSAO aligned with the behavioral characteristics associated with the leader domain followed by the manager, and educator domains, respectfully. By utilizing analysis of variance (ANOVA) a statistical difference in the means was found among

the educator domain. Tukey Honestly Significant Difference (HSD) identified a significant

mean difference of .54638 in the amount of time spent daily between educators (M=3.3923) and

leaders (M=2.8460).   Specifically, on a daily basis CCCU CSAOs who primarily considered

themselves educators performed the behavioral characteristics of the educator domain and those

CCCU CSAOs who primarily considered themselves leaders did not perform the behavioral

characteristics of the educator domain as much.

Split file processing was performed that divided the data into separate groups based on

each CCCU CSAO response to whether they primarily considered themselves educators, leaders,

or managers. The analysis determined the differences in means and whether or not the CCCU

CSAOs performed as they primarily considered themselves. The analysis are included in

Appendix Q. Specifically, thirty-seven CCCU CSAOs primarily considered themselves leaders.

Of these 37, 34 most admired leaders as educational administrators and three most admired

educators. These CSAOs perform as leaders as they identified with the behavioral characteristics

associated with the leader domain followed by the manager and educator domains in their overall

responsibilities, amount of time spent daily, and as the most essential domain to possess for an

aspiring CSAO. They are consistent as they primarily considered themselves leaders, most

admired leaders, and perform as leaders and then as managers.

Of the 19 CCCU CSAOs who primarily considered themselves educators, 14 most

admired educational administrators as educators while the remaining most admired leaders.

However, somewhat unexpected were those who primarily considered themselves as educators

but did not perform as such. Specifically, they identified with the behavioral characteristics

associated with the leader domain in their overall responsibilities and most essential domain to

possess for an aspiring CSAO, and the manager domain for the amount of time spent daily.

Though they primarily considered themselves educators and most admired educators, they perform as leaders and then as managers.

The eight CCCU CSAOs who primarily considered themselves managers perform as such. Five of these CSAOs most admired educational administrators as leaders, two most admired managers, and one most admired an educator. They identified with the behavioral characteristics associated with the manager domain followed by the leader and educator domains in their overall responsibilities, amount of time spent daily, and as the most essential domain to possess for an aspiring CSAO. Thus, managers perform as managers, then leaders, and most admired leaders as educational administrators.

Sandeen (1991) provided one of the first books specifically on the function of the CSAO. He identified three principle roles for the CSAO as leader, mediator, and educator. He claimed CSAOs are primarily educators. Ten years removed, Winston et al. (2001) concurred with Sandeen's principle roles for the CSAO; however, they modified the roles and their theoretical perspective provided three domains of student affairs administration as educator, leader, and manager. Though all three domains are crucial, Winston et al. asserts that the cornerstone of their model rests on the educator domain. As the research study began, the researcher expected the findings to support both Sandeen's claim and the Winston et al. theoretical perspective. However, the study found CCCU CSAOs do not support Sandeen's claim that CSAO are primarily educators. On the contrary, this population of CSAOs primarily consider themselves leaders and most admired educational administrators as leaders. The study also did not fully lend support for Winston et al. theoretical perspective that the educator domain is the cornerstone of student affairs administration. On a daily basis, the CCCU CSAOs who primarily considered themselves educators did perform as educators and thus, supports the theoretical perspective.

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However, those CCCU CSAOs who primarily considered themselves leaders and managers did not perform as educators and did not support the theoretical perspective. Though all three domains are crucial, the majority of CCCU CSAOs indicated the behavioral characteristics associated with the leader domain as the most prevalent.

The demographic findings are important to this study as such information on CCCU CSAOs was lacking. Within the professional demographic makeup of the CCCU CSAOs, the majority hold the title of vice president and report directly to the president. Less than half have been in their current CSAO position four years or less and have been at their current institution as a full-time faculty/staff member for 10 or more years. Slightly less than half of the CCCU CSAOs have four years or less full-time student affairs experience prior to their current position and of this percentage 16 CSAOs have less than one year of student affairs experience prior to their current position. The vast majority have 10 or more years of full-time higher education employment. Generally, CCCU CSAOs do not hold academic rank.

Personally, the CCCU CSAOs can be described as a Caucasian, married, male, 47 years of age, having earned at least a master's degree, if not a terminal degree. The majority earned their undergraduate degree from a CCCU institution and of that percentage more than half earned their bachelors degree from the institution in which they currently serve as CSAO. Most possess the same religious affiliation as the institution in which they serve as CSAO.

<u>Implications for Practice</u>

Nuss (1996) parallels the development of student affairs to the development of the American higher education system. Influenced by changing religious, economic, social, and political forces, both American higher education and the practice of student affairs have evolved.

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Impacted by these forces, higher education institutions have become complex and ever-changing organizations. As student affairs has attempted to meet the complexity and ever-changing needs of both the institution and students, it too has become more diverse and complex (Love & Estanek, 2004).

As higher education continues to confront issues of rising cost, accountability, unresponsiveness, and others, Blimling and Whitt (1999) identified trends influencing student affairs as: a changing student population and access to higher education; technology; collaboration and partnerships with faculty; accountability for outcomes; affordability of higher education; new teaching and learning strategies; and changing faculty, staff, and student roles. With these ever-changing trends it is imperative student affairs continue to assess, refine, and adapt its roles and responsibilities, as it has over the past 100-plus years, to the benefit of the institution and students. The CSAO is vital in facilitating such assessment, refinement, and adaptation of student affairs. As these roles and responsibilities have evolved and expanded, so have the expectations of the CSAO by both internal and external constituents, namely the president, board of trustees, colleagues, students, faculty, community, parents, and alumni.

The CCCU CSAOs are not immune from such trends and expectations; thus, their roles and responsibilities continue to evolve and expand. No longer can this senior level higher education administrator be solely an educator focused on student development; or merely a manager of a campus environment with a decentralized approach to student programs and services; or simply a leader by their placement in the organizational structure of the institution which is hesitant to provide leadership beyond student affairs. A CCCU CSAO must foremost be a leader focused on the future, then a manager to tend to the present, while fostering student development and learning.

Opposed to public institutions being under state control, CCCU as private institutions are governed by a board of trustees, and the institution's charter, constitution, and bylaws. The trustees, many whom are benefactors, have greater control over and concern for fiscal matters of these private institutions rather than legislative, cost, and access concerns of their public counterparts. As private institutions board of trustees are often larger in quantity than public institutions, the trustees as individuals or subgroups often focus on special interest aspects of the institution such as campus life. While nurturing and attending to the relationships with the board of trustees, the CCCU CSAO can assist the board to understand student issues (Miller, 2000).

Equally, important to recognize is the uniqueness of the academic missions of the CCCU institutions and their influence on the roles and responsibilities of the CSAO. Specifically, a commonality among these institutions is to advance the cause of Christ-centered higher education. Such an approach is centered on the deliberate and genuine integration of faith with all aspects of collegiate life: the classroom, residential living, athletics, and student activities. Faith and Biblical truth, as guiding principles, provide the basis for student development and learning as they (students) prepare for their true purpose in life and work (CCCU, 2003). With such a mission the CCCU CSAOs are encouraged to integrate religious beliefs and faith into their roles and responsibilities.

As the roles of the CCCU CSAOs are not standardized they must successfully perform foremost as leaders, then managers, and then educators to meet the needs of the students as well as the institution. In their performance they must be mindful of their institutions' uniqueness and the internal and external constituents which they serve.

<u>Leader</u>

Leading a higher education institution is a shared responsibility among many (Birnbaum, 1992; Diamond, 2002). Though the CSAO has not had the designation of leader but for a short time compared to their senior level administrator colleagues, they now share in this responsibility. Recognized as an integral part of the organization, the CCCU CSAO as a leader must provide a vision to accomplish tasks and activities of both student affairs and the institution (Winston et al. 2001).

Overall the CCCU CSAOs primarily considered themselves leaders and in striving to meet the institution's objectives the CSAO must articulate that student affairs is a partner to compliment and enhance the academic mission of the institution.   They must not be hesitant or passive in their approach as they are no longer only a supporting role of the institution. In continuing to provide traditional student affairs functions, today's CCCU CSAO must also value and assist in institutional priorities of retention, enrollment management, financial constraints, fundraising, academic planning, marketing, and assessment. Lending such emphasizes and value demonstrates student affairs is a strategic partner of the organization (Kvavik and Handberg, 1999).

Often visible and involved on campus and within the community, the CSAO is viewed as a leader by various internal and external constituents, especially students (Birnbaum, 1992). Thus, the CCCU CSAO must seize the opportunity to effectively articulate a vision and a plan of action for student affairs to these constituents. They must be a catalyst of change not a maintainer of the status quo to make such an impact (Caple and Newton, 1991). As ethical scandals have recently erupted in the private sector such as Enron, WorldCom, and Tyco, the CCCU CSAO must promote the Christ-centered approach by emphasizing the importance of

ethical standards and moral thinking, while too serving as a role model. Often termed the conscience of the campus community, the CCCU CSAO must be both eyes and ears of the institution and have the forethought of any troublesome or crisis situations and effectively resolve such situations.

CSAOs can not be silo thinkers or function as such (Love & Estanek, 2004). They must recognize the influence and power which is accumulated by their work with and understanding of students. As leaders, CCCU CSAOs must maximize such influence and power to the benefit of their main constituents: students. The CSAO of the twenty-first century is an extraordinary leader, expected to be administrators, mediators, problems solvers, and change agents all the while balancing and maintaining positive relationships with various constituents (Sandeen, 2000). Thus, CCCU CSAOs must effectively balance these often conflicting expectations. They must recognize they are not only a leader of the campus, but in the community, and at home as well (Nathan, 2003). Lastly, the CCCU CSAOs cannot ignore the institution's traditions, values, vision, governance, and its constituents as they lead.

<u>Manager</u>

Higher education institutions have continually been under criticism to be more effective, efficient, and accountable (Birnbaum, 2000). Though the term manager is an occupational title generally perceived from a business or industry perspective, the literature affirms the need for managers, termed administrators in higher education, to address these societal concerns. Higher education administrators, both academic and nonacademic, develop, implement, and administer policies and procedures of the institution which allow the faculty and students to tend to their intellectual pursuits (Higgerson & Rehwaldt, 1993; Palfreyman and Warner, 1996). In

specifically fulfilling the manager domain, the CCCU CSAO administers and coordinates people and resources to achieve goals of both student affairs and the institution (Winston et al. 2001).

Overall CCCU CSAOs do not primarily consider themselves managers; however, they do recognize its importance. Failure for the CCCU CSAOs to clearly understand the importance of the manager domain and tend to their managerial role could be troublesome and impact their effectiveness and career. Sandeen (1991) bluntly expressed such as he provided many CSAOs have been terminated for not effectively managing their divisions or areas.

Lovell and Kosten (2000) identified administration, management, and human facilitation (counseling and staff supervision) as critical to a student affairs administrator. In recognizing this importance, student affairs can no longer have a decentralized approach to student programs and services, be perceived as the "fun and games" division or area of the institution, or viewed as the manager to control student behavior. The CCCU CSAO, as a manager, must not only be reactive to various situations, but proactive and purposeful in their approach to providing programs and services. They must be knowledgeable and skillful in understanding not only the historical, philosophical, and practical management of student affairs, but equally important the management of the institution as well (Deegan, 1981; Sandeen, 1991; Komives & Woodard, 1996; Barr & Desler, 2000: and Winston et al. 2001). While being attentive to institutional management practices, the CCCU CSAO, as a manager, must not only assist in creating an environment conducive to student development and learning, but also be actively involved in the managing of student programs and services. The CCCU CSAO cannot function merely as a specialist, but more importantly must function as a student affairs generalist to fulfill the managerial role.

Beyond the management of institutional policies and procedures, financial resources, and facilities, the CCCU CSAO must also be concerned about people. The CCCU CSAO must create opportunities for staff to grow, learn, and be successful, must demonstrate the importance of being flexible as an organization and individual, establish a work environment centered on openness, trust, and cooperation, and involve others in student affairs to earn credibility and garner support for its mission and vision (Sandeen, 1991).

In complimenting the leader domain, the CCCU CSAO must understand the importance of being an effective manager as they provide the daily know-how in meeting both divisional and institutional objectives. While being recognized as the student expert on campus, the CCCU CSAO must be a successful administrator as a successful manager also leads (Yukl, 2002). Important to recognize is the manager role of a CSAO continues to be defined and is influenced by the establishment of enrollment management, technology, and privatization of student services (Ambler, 2000).

Educator

Higher education has traditionally described those individuals in the classroom whose focus is on the intellectual development of students as educators. Light and Cox (2001) identified faculty as those individuals whom primarily engage and facilitate such learning. Though faculty have traditionally assumed this role in higher education, others are now instrumental in contributing to student learning as well.

Beyond the classroom, campus life provides such essential opportunities for developing students as intellects, artists, friends, lovers, future parents, and members of civilized society. Classroom learning becomes richer when it uses, and connects with, what students learn outside the classroom (Katz, 1993 p. 9). Influential in connecting the in-classroom and out-of-the-

classroom learning is the CSAO. As an educator, the CCCU CSAO must be actively and collaboratively engaged in promoting both student learning and development (Winston et al. 2001).

Educating in a Christ-centered institution is more than teaching of a discipline or subject it is a process that also includes consulting, coaching, advising, and mentoring (Braskamp, 2003). Working within such an educational environment and specifically the general nature of CCCU institutions with their residential campuses, liberal arts focus, and concern with helping students develop both theological and moral thinking, affords the CCCU CSAO the opportunity to be actively involved as an educator. With such an opportunity the CCCU CSAO cannot simply be a practitioner with a passive approach in providing student services, but an educator who is active and progressive in their approach to engage students.

Student affairs personnel have always been educators in practice as the premise of their work is centered on The *Student Personnel Point of View 1937; 1949.* Lloyd-Jones and Smith (1954) termed student affairs personnel as unconventional educators. Mueller (1961) referred to student affairs personnel as educators of morals, manner, attitude, and values. Much of the work of student affairs has concentrated solely on complimenting the academic curriculum, not as an educational partner for collaboration. Such an approach can be termed student development. However, a democratic society of the twenty-first century requires the integration of the intellectual, personal, and social development of students (Baxter Magolda, 2001). Such an approach is termed student development and learning. The CCCU CSAO must recognize the difference between simply student development and the importance of student learning and champion their involvement with academic affairs in providing such.

The two professional organizations for student affairs, American College Personnel Association and National Association of Student Personnel Administrators, have been instrumental in continuing to define the role of educator in student affairs and to advance student development and learning. The *Student Learning Imperative* (ACPA, 1994), *Principles of Good Practices in Student Affairs* (ACPA & NASPA, 1998), and more recently, *Learning Reconsidered* (ACPA & NASPA, 2004) addressed the importance of student affairs involvement in a broader campus curriculum. The literature (ACPA & NASPA, 2004) urged academic affairs could no longer only cultivate students' intellect while student affairs tended to the body, emotion, and spirit of its students. In today's higher education environment, educators can no longer be perceived as those only in the classroom.

As student affairs desires to have a greater impact upon student development and learning, the CCCU CSAO must be actively engaged in promoting such an educational approach to the campus community and be actively involved as a leader in the overall management of the institution. Such engagement and involvement affords the CCCU CSAO an opportunity to integrate student affairs into the academic curriculum. Recognizing they do not rely upon the traditional instructional methods or conventional classroom setting as their faculty colleagues, CCCU CSAOs must be convinced that the student development and learning outcomes which they seek are just as worthy and advocate such.

The demographic findings are important to this study as such information on CCCU CSAOs was lacking. The professional and personal demographic findings have implications for practice as well. Specifically, CCCU CSAOs are referred to as chief student development officers by the CCCU central office however, vice president was the most common title; and though the majority of CSAOs have ample higher education employment experience, student

affairs experience is not as extensive; CCCU CSAOs are generally hired from within their

specific institution; and academic rank is generally not achieved.   Personally, should one aspire

to be a CSAO at a CCCU institution, earning a bachelor degree from a CCCU institution and

possessing the same religious affiliation of the institution is of great benefit; and earning at least

a master's degree, if not a terminal degree, is required.

There are currently few, if any, minorities serving as president of the CCCU institutions.

Recognizing such, 14% of the CCCU CSAOs self identified themselves as minorities and may

be a potential population for consideration to fill a presidency vacancy with a minority candidate.

Recommendations for Further Research

The study contributed to higher education and student affairs as it: expanded the research

on the CCCU CSAO, specifically their roles and responsibilities as an educator, leader, and

manager; provided demographic information on CCCU CSAOs which was lacking; could

possibly assist those whom aspire to be a CSAO; and assessed the Winston et al. theoretical

perspective. However, as no study is entirely complete, based upon the literature and findings

below are recommendations for further research or action.

- Replicate the study with other populations of CSAOs and compare the results.

- Replicate the study with other senior level administrators, namely president,

    CAO/provost, and vice president of business affairs, of CCCU institutions to determine

    the perception of themselves as educator, leader, and manager.

- Conduct follow-up research on the ever-changing roles and responsibilities of CSAOs

    and student affairs.

- Continue to utilize the theoretical perspective and methodology with other levels (entry, middle, or senior) of student affairs administrators and compare the results.

- Replicate study within other types of institutions (public, community college, historical black institutions, or based upon Carnegie classification) looking for similarities or differences.

- Conduct a longitudinal study of CCCU CSAOs every five years looking for any changes.

- Replicate the study among those whom aspire to be a CSAO and compare the results.

- The study was conducted nationally as CCCU institutions are geographically dispersed; thus, conducting the study within a geographical region would be appropriate.

- Replicate the study among senior level administrators on their perceptions of the CSAO as a leader, manager, and educator.

- Replicate the study utilizing other statistical analysis such as Chi square, factor analysis, or MANOVA.

Chapter Summary

This chapter has provided a summary of the study, its findings, conclusions, implications for student affairs practice, and recommendations for further research.

Though referred to by a host of names, student affairs is chiefly responsible for the out-of-the-classroom programs and services of American colleges and universities. The senior level administrator responsible for the out-of-the-classroom programs and services for students is commonly referred to as the Chief Student Affairs Officer (CSAO). With the expansion of the traditional disciplinarian role, the current CSAO is described as an educator, leader, and manager (Winston et al. 2001). One obstacle to studying the CSAO position is that student affairs as a

profession and organization is still evolving and the roles and responsibilities of the CSAO vary

from one campus to another. As a result, the role of a CSAO is not standardized in the specific

setting of the Council for Christian Colleges and Universities (CCCU) institutions.

The study is a web-based survey of CCCU CSAOs located in the United States. The

primary purpose of this study is to determine whether CSAOs primarily consider themselves

educators, leaders, or managers and whether there is a difference among CSAOs' perception of

self on each grouped behavioral characteristics associated with each student affairs

administration domain. A secondary purpose of the study is to generate demographic

information from this population of CSAOs. This study is based upon the theoretical perspective

and research of Winston et al. (2001) as they identified three student affairs administration

domains as educator, leader, and manager. Associated with the leader and manager domains are

behavioral characteristics adapted from the work of Yukl (1998) while the behavioral

characteristics associated with the educator domain they created themselves.

Contrary to Sandeen's (1991) claim that CSAOs primarily consider themselves

educators, the study found that CCCU CSAOs primarily consider themselves leaders and among

educational administrators, they most admired leaders. Supporting their self-perception of being

leaders, the overall means indicated the CCCU CSAO's overall responsibilities, amount of time

spent daily, and the most essential domain to possess for an aspiring CSAO aligned with the

behavioral characteristics associated with the leader domain followed by the manager and

educator domain, respectively. By utilizing analysis of variance (ANOVA), a statistical

difference in the means was found among the educator domain. Specifically, Tukey Honestly

Significant Difference (HSD) identified a significant mean difference in the amount of time

spent daily between educators and leaders. Further, utilizing split file as a statistical technique,

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the study found those CCCU CSAOs who primarily considered themselves leaders performed as such; those who primarily considered themselves educators did not perform as such, but rather as leaders; and those who primarily considered themselves managers performed as such.

As the findings do not fully support the theoretical perspective, it could be attributed to the trends influencing student affairs as identified by Blimling and Whitt (1999) and included earlier in this chapter, or a paradigm shift of student affairs practice (Love and Estanek, 2004) . Additionally, the CCCU CSAOs self-perception could have been influenced by the influx of literature on leaders and leadership over the past decade and/or could have been influenced by a cultural bias that leaders are more admired than managers or educators. Further, with the recent ethical scandals in the private sector, impact of 911, recent government elections, and the war on terrorism American society is seeking someone to lead. Such recent political, economical, and societal events could have an impact on the importance of being a leader.

More importantly, the CCCU institutions' enrollment has increased 70% over the past fourteen years ending in 2004 (Green, 2005). With such a significant increase, the president, board of trustees, students, and other various internal and external constituents are seeking someone to lead the out-of-the-classroom student programs and services of their institution to impact student development and learning. Lastly, as the CCCU presidents become more involved in off campus events and activities such as fundraising, the CCCU CSAO roles and responsibilities have expanded to be more of a leader on campus in the president's absence.

Societies' ever-changing trends and their impact upon higher education have necessitated student affairs to continue to assess, refine, and adapt their roles and responsibilities over the past 100-plus years. Though the findings did not fully support the Winston et al. theoretical perspective that the educator domain is the cornerstone of student affairs administration, the

researcher suggests all three domains, educator, leader, and manager are crucial for the CCCU

CSAO. Though the title of this study may imply the CCCU CSAO is only one of the three

domains, an effective CCCU CSAO must perform as a leader, manager, and educator,

respectively. Based upon the findings and literature, the researcher would propose a CCCU

CSAO must foremost be a leader focused on the future, then a manager to tend to the present,

while fostering student development and learning. The figure below illustrates the findings.
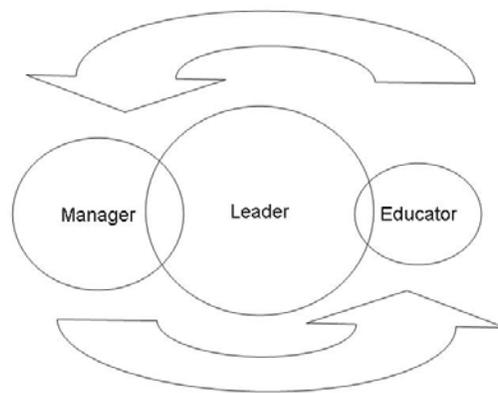
Effective CCCU CSAO: Student Affairs Administration Domains

Figure 5.1: Effective CCCU CSAO: Student Affairs Administration Domains

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APPENDIX A

COVER LETTER TO CCCU SEEKING SUPPORT FOR RESEARCH STUDY

May 13, 2005

Ronald P. Mahurin
CCCU Staff Liaison
Commission for Chief Student Development Officers
321 Eighth Street, NE
Washington, DC 20002

Ron Mahurin:

This is a follow-up to our recent telephone conversation regarding my dissertation study. You asked me to make the request in writing, thus allow me to reintroduce myself and my request for assistance. As a doctoral candidate I am conducting a web based survey via email in partial fulfillment of the degree requirements under the direction of Drs. Brent Cejda and Hansel Burley, Associate Professors in the College of Education at Texas Tech University. The population of the dissertation is the Chief Student Affairs Officers at the Council for Christian Colleges and Universities institutions. Though information is available on CCCU presidents, chief academic officers, and students, limited research is available on the CSAO at CCCU.

Sandeen (1991) provides one of the first books specifically on the person and function of the CSAO as he identifies the principle roles as educator, leader, manager, and mediator. Winston, Creamer, and Miller (2001) concur with Sandeen though they modify his model to include the mediation role as an embedded aspect of three student affairs administration domains of educator, leader, and manager. The development of this survey is based upon the theoretical perspective and research of Winston, Creamer, and Miller. Associated with each domain are behavioral characteristics they adapted from the work of GaryYukl (1998).

The primary purpose of this study is to determine whether CSAO's primarily consider themselves as educators, leaders, or managers and whether there is a difference among the self-perception of these student affairs administration domains. A secondary purpose of this study is to generate demographic information from this population of CSAO's. The responses submitted by the CSAO's are anonymous and reported as grouped statistical data. The specific research questions are:

- Do CSAO's primarily consider themselves an educator, leader, or manager?
- Do the student affairs administration domains reflect the CSAO's perception?
- What student affairs administration domain best describes the overall responsibilities of the CSAO?
- What student affairs administration domain best describes the daily roles of the CSAO?
- What student affairs administration domain is essential to possess for an aspiring CSAO?
- What is the demographic makeup of this population of CSAO?

The survey has been approved by Texas Tech University Institutional Review Board for the Protection of Human Subjects. The survey is relatively short and has been designed as one can complete it quickly and easily. Texas Tech University's College of Education Institutional Research personnel produced the web based instrument and thus the survey is from both a secure

and reliable source. I ask you to review the survey at
http://educdata.educ.ttu.edu/surveys/elkins/.

I ask your consideration to the following request:
- CCCU provide a statement they are aware of the research study and are interested in the findings;
- CCCU encourage CSAO's participation in the study by permitting me to insert a statement in a cover letter to the CSAO's. Such a statement could read: *The Commission for Chief Student Development Officers are aware of the research study and are interested in the findings. Thus, the Commission encourages participation.;*
- CCCU provide CSAO directory information (name, title, institution, address, telephone, email) to verify the directory information provided in the 2005 Higher Education Directory as published by Higher Education Publications, Inc.

If the request is granted I agree to:
- Provide the final study findings to the CCCU; and/or
- Present the findings at a Chief Student Development Officers annual meeting/conference.

If you have questions, please feel free to contact me by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu; or Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu or 806/742-1997; or Hansel Burley, Ph.D. Associate Professor and Dissertation Co-chair at Hansel.burley@ttu.edu or 806/742-1997. Thank you for this opportunity. I await a, hopefully favorable, reply.

Respectfully,

Gregory G. Elkins
Doctoral Candidate

APPENDIX B

HUMAN SUBJECT APPROVAL LETTER

Texas Tech University
Institutional Review Board for the Protection of Human Subjects
Office of Research Services
203 Holden Hall/MS 1035
742-3884

May 11, 2005

Dr. Brent Cejda
Ed Psychology & Leadership
Mail Stop: 1071

Regarding: 500008 Chief Student Affairs Officers of Institutions Belonging to the Council for Christian Colleges and Universities: Educator, Leader, or Manager

Dr. Brent Cejda:

The Texas Tech University Protection of Human Subjects Committee approved your claim for an exemption for the proposal referenced above on May 11, 2005. Exempt research is not subject to continuing review, but any modifications that (a) change the research in a substantial way, (b) might change the basis for exemption, or (c) might introduce any additional risk to subjects should be reported to the IRB, before they are implemented, in the form of a new claim for exemption or a proposal for expedited or full board review.

Extension of exempt status for exempt projects that have not changed is automatic. You should inform the Secretary of the Committee when the exempt research is completed (at least via response to yearly reminders) so that the file can be archived.

Best of luck on your project.

Richard P. McGlynn, Chair
Protection of Human Subjects Committee

APPENDIX C

EXPERT PANEL AND PIOLT STUDY SURVEY

Chief Student Affairs Officers (CSAO's)
Council for Christian Colleges and Universities Study
Spring 2005

All of your answers will be completely confidential and will be reported only as grouped statistical data.

Simply click on any student affairs administration domain or behavioral characteristic to review the description and/or definition of each.

Section 1 of 5: EDUCATOR, LEADER, or MANAGER

As a CSAO, do you primarily consider yourself a:

- Educator
- Leader
- Manager

Section 2 of 5: RESPOSIBILITIES
Indicate the level of each behavioral characteristic which best describes your ***overall*** responsibilities as the CSAO:

    1= Does not describe my overall responsibilities
    2= Describes very little of my overall responsibilities
    3= Somewhat describes my overall responsibilities
    4= Mostly describes my overall responsibilities
    5= Best describes my overall responsibilities

As an educator:

Advising	1	2	3	4	5
Coaching	1	2	3	4	5
Collaborating	1	2	3	4	5
Demonstrating	1	2	3	4	5
Evaluating	1	2	3	4	5
Facilitating	1	2	3	4	5
Learning	1	2	3	4	5
Lecturing	1	2	3	4	5
Modeling	1	2	3	4	5
Researching	1	2	3	4	5
Structuring	1	2	3	4	5

As a leader:

Clarifying roles and objectives	1	2	3	4	5
Consulting	1	2	3	4	5
Delegating	1	2	3	4	5
Developing and mentoring	1	2	3	4	5
Informing	1	2	3	4	5
Managing conflicts and team building	1	2	3	4	5
Monitoring	1	2	3	4	5
Motivating and inspiring	1	2	3	4	5
Networking	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Problem solving	1	2	3	4	5
Recognizing	1	2	3	4	5
Rewarding	1	2	3	4	5
Supporting	1	2	3	4	5

As a manager:

Administrating	1	2	3	4	5
Consulting	1	2	3	4	5
Controlling	1	2	3	4	5
Coordinating	1	2	3	4	5
Decision making	1	2	3	4	5
Monitoring indicators	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Representing	1	2	3	4	5
Supervising	1	2	3	4	5

Section 3 of 5: ROLES
Indicate the level of each behavioral characteristic which best describes the amount of time you spend *daily* as the CSAO:

    1=No time spent daily
    2=Little time spent daily
    3=Some time spent daily
    4=Much time spent daily
    5=A great deal of time spent daily

As an educator:

Advising	1	2	3	4	5
Coaching	1	2	3	4	5
Collaborating	1	2	3	4	5
Demonstrating	1	2	3	4	5
Evaluating	1	2	3	4	5
Facilitating	1	2	3	4	5
Learning	1	2	3	4	5
Lecturing	1	2	3	4	5
Modeling	1	2	3	4	5
Researching	1	2	3	4	5
Structuring	1	2	3	4	5

As a leader:

Clarifying roles and objectives	1	2	3	4	5
Consulting	1	2	3	4	5
Delegating	1	2	3	4	5
Developing and mentoring	1	2	3	4	5
Informing	1	2	3	4	5
Managing conflicts and team building	1	2	3	4	5
Monitoring	1	2	3	4	5
Motivating and inspiring	1	2	3	4	5
Networking	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Problem solving	1	2	3	4	5
Recognizing	1	2	3	4	5
Rewarding	1	2	3	4	5
Supporting	1	2	3	4	5

As a manager:

Administrating	1	2	3	4	5
Consulting	1	2	3	4	5
Controlling	1	2	3	4	5
Coordinating	1	2	3	4	5
Decision making	1	2	3	4	5
Monitoring indicators	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Representing	1	2	3	4	5
Supervising	1	2	3	4	5

Section 4 of 5: ESSENTIALNESS

Indicate the level of each behavioral characteristic which best describes the **essentialness** for an aspiring CSAO to possess:

    1=Not essential for an aspiring CSAO to possess
    2=Of very little essentialness for an aspiring CSAO to possess
    3=Somewhat essential for an aspiring CSAO to possess
    4=Of more essentialness for an aspiring CSAO to possess
    5=Most essential for an aspiring CASO to possess

As an educator:

Advising	1	2	3	4	5
Coaching	1	2	3	4	5
Collaborating	1	2	3	4	5
Demonstrating	1	2	3	4	5
Evaluating	1	2	3	4	5
Facilitating	1	2	3	4	5
Learning	1	2	3	4	5
Lecturing	1	2	3	4	5
Modeling	1	2	3	4	5
Researching	1	2	3	4	5
Structuring	1	2	3	4	5

As a leader:

Clarifying roles and objectives	1	2	3	4	5
Consulting	1	2	3	4	5
Delegating	1	2	3	4	5
Developing and mentoring	1	2	3	4	5
Informing	1	2	3	4	5
Managing conflicts and team building	1	2	3	4	5
Monitoring	1	2	3	4	5
Motivating and inspiring	1	2	3	4	5
Networking	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Problem solving	1	2	3	4	5
Recognizing	1	2	3	4	5
Rewarding	1	2	3	4	5
Supporting	1	2	3	4	5

As a manager:

Administrating	1	2	3	4	5
Consulting	1	2	3	4	5
Controlling	1	2	3	4	5
Coordinating	1	2	3	4	5
Decision making	1	2	3	4	5
Monitoring indicators	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Representing	1	2	3	4	5
Supervising	1	2	3	4	5

Section 5 of 5: DEMOGRAPHICS

Your exact position title (e.g., Vice President, Dean, Student Service, Student Development):

_____

To whom do you report (e.g., President, Chancellor, Provost):_____

Number of years in current CSAO position:_____

Number of years in a full-time faculty/staff member position at this CCCU institution:_____

Number of years in a full-time student affairs position prior to the current CSAO position:_____

Total number of years in a full-time position in higher education:_____

Do you hold academic rank?   _____Professor

                                         _____Associate professor

                                         _____Assistant professor

                                         _____Instructor

                                         _____No academic rank
If you do hold academic rank, what academic department:_____

Gender: _____Female   _____Male

Age: _____years

Marital status: _____Never married
                                     _____Married
                                     _____Divorced
                                     _____Separated
                                     _____Widowed
                                     _____
Other:_____

Ethnic background: _____African American
                                 _____American Indian
                                     _____Asian American
                                     _____Caucasian
                                     _____Hispanic
                                 _____Other:_____

Please check the highest degree earned and indicate major field of study of highest degree:

Highest Degree Earned   Field of Study of Highest Degree

___Bachelor's   _____
___Master's   _____
___Ed.D.   _____
___Ph.D.   _____
___Professional Degree   _____
              (Name of degree)_____

__Other: _____
              (Please specify)_____

Did you earn your bachelor's degree from a CCCU institution? ____Yes ___No
If yes, did you earn the degree from the CCCU institution which you currently serve as the
CSAO?   ____Yes ____No

Religious denomination affiliation of Institution:_____

Is your personal religious denomination affiliation the same as the religious denomination
affiliation of the institution, which you serve as the CSAO? _____Yes _____No

Do you wish to receive a copy of the study results? _____Yes _____No

If so, please provide name and institution: _____

<u>Survey Definitions</u>

Below are definitions of the three domains of student affairs administration and the

behavioral characteristics associated with each domain as provided by Winston, Creamer, and

Miller (2001).

<u>Educator</u>	Plays a significant role in addressing the institution's goals.
Advising	Listening to interest and concerns; aiding in identification of available resources; explaining institutional rules and procedures or laws; initiating cooperative problems solving; challenging unexamined assumptions, beliefs, and prejudices; providing emotional support.
Coaching	Showing how to do something; offering suggestions; providing feedback about quality of performance; providing opportunities for practice in achieving mastery; helping perfect an activity; praising exemplary performance.
Collaborating	Engaging jointly with others to accomplish a goal; joining individuals or groups in solving a problem or learning new material; participating as an equal in collective process.
Demonstrating	Displaying behavior or manipulating equipment to explicate a principle; teach a process, or exhibit an approach.
Evaluating	Providing critique of ideas, performance, or product reflecting a comparison with a standard of excellence; correcting a mistake.
Facilitating	Assisting an individual or group to make meaning of experiences; encouraging expression of feeling and examination of effects on others; encouraging discussion of ideas and exploration of implications; enabling democratic decision making.
Learning	Gaining knowledge and skills through study and/or self analysis; being a lifelong learner.
Lecturing	Making oral presentation of facts, theories, or information; relating personal experiences; telling how to do something; providing illustrative examples or approaches; reporting research findings.
Modeling	Showing by example; allowing self to be observed.
Researching	Seeking understanding of facts, theories, or conditions through systematic inquiry.
Structuring	Providing assignments or tasks designed to explicate subject matter; creating exercises and opportunities for practice; identifying resources; offering a framework for examination of ideas, beliefs, values, and research methods and findings; creating or reinforcing psychosocial environment conducive to learning.

Leader	One who can express a vision to guide student affairs practice.
Clarifying roles and objectives	Assigning tasks, providing direction on how to work, clearly communicating responsibilities, tasks objectives, deadlines, and performance expectations.
Consulting	Checking with people before making changes that effect them; encouraging suggestions for improvement; inviting participation in decision making; incorporating the ideas of others in decisions.
Delegating	Allowing subordinates to have substantial responsibility and discretion in carrying out activities, handling problems, and making important decisions.
Developing and mentoring	Providing coaching and helpful career advice; doing things to facilitate staff's skill acquisition, professional development, and career advancement.
Informing	Disseminating relevant information about decisions, plans, and activities; answering questions and request for information.
Managing conflict and team building	Facilitating constructive resolution of conflict; encouraging cooperation, teamwork, and identification with the unit.
Monitoring	Gathering information about work activities and external conditions; checking on the progress and quality of work; evaluating performance of individuals and units.
Motivating and inspiring	Using influence techniques that appeal to emotion or logic to generate enthusiasm, commitment to work tasks, compliance, with request for cooperation, assistance, support, or resources.
Networking	Socializing informally; developing contacts with persons who are sources of information of support; maintaining contact over time.
Planning and organizing	Determining long term objectives and strategies, allocating resources according to priorities, assign responsibilities to staff; determining how to improve coordination and effectiveness of organizational unit.
Problem solving	Identifying and analyzing work related problems; acting decisively to implement solutions.
Recognizing	Providing praise and recognition foe effective performance, significant achievement, and special contributions.
Rewarding	Providing or recommending tangible rewards for effective performance, significant achievement, and demonstrated competence.
Supporting	Acting friendly and considerate; being patient and helpful; sowing empathy and support when someone is upset or anxious; listening to complaints and problems; looking out for someone's interest.

**Manager**	One who administers and coordinates student affairs programs and services.
Administrating	Performing basics activities such as locating information on policies and procedures; analyzing routine information and maintaining detailed and accurate records and documents.
Consulting	Keeping current with developments in the field; introducing new techniques and technologies into the organization; acting as an expert advisor or troubleshooter for others in the institution.
Controlling	Developing schedules; assessing benefits and costs of programs and services' analyzing operational effectiveness.
Coordinating	Communicating with internal and external publics; meeting schedules and deadlines; solving problems; maintaining smooth working relationships with peers; mediating disagreements and conflicts between key individuals.
Decision making	Making decisions in unstructured situations with incomplete information; authorizing deviations from policy to meet demands of new situation.
Monitoring indicators	Monitoring internal and external factors and forces that may affect unit, division, or institution and students.
Planning and organizing	Formulating short term plans; developing budgets; translating long term plans into operational goals; recommending and developing policies and procedures.
Representing	Answering questions; responding to complaints; promoting a positive image of the unit, division, and institution.
Supervising	Improving the performance of subordinates by working with them to analyze work behaviors and developing strategies to build on strengths and overcome weaknesses.

APPENDIX D

COVER LETTER TO EXPERT PANEL

May 7, 2005

Dr. Expert Panel
XXXX XXrd Street
Lubbock, TX 79409

Dr. Expert Panel:

As a doctoral candidate I am conducting a web based survey via email in partial fulfillment of the degree requirements under the direction of Drs. Brent Cejda and Hansel Burley, Associate Professors in the College of Education at Texas Tech University. The population of the dissertation is the Chief Student Affairs Officers at the Council for Christian Colleges and Universities institutions. Though information is available on student affairs and CSAO, limited research is available on the CSAO at CCCU.

Sandeen (1991) provides one of the first books specifically on the person and function of the CSAO as he identifies the principle roles as educator, leader, manager, and mediator. Winston, Creamer, and Miller (2001) concur with Sandeen though they modify his model to include the mediation role as an embedded aspect of three student affairs administration domains of educator, leader, and manager. The development of this survey is based upon the theoretical perspective and research of Winston, Creamer, and Miller. Associated with each domain are behavioral characteristics they adapted from the work of GaryYukl (1998).

As a former CSAO and current higher education program faculty member I solicit your participation and evaluation to assist in the establishment of face validity of the survey instrument. Face validity involves only a casual subjective inspection of the test items to judge whether they cover the content that the test purports to measure (Gall, Gall, and Borg 2003, p.191).   Specifically, do the behavioral characteristics associated with the three student affairs administration domains reflect the roles and responsibilities of a CSAO?

The survey is relatively short and has been designed so that you can complete it quickly and easily. Texas Tech University's College of Education Institutional Research personnel produced the web based instrument and thus the forthcoming email with attached survey is from both a secure and reliable source. The survey should take approximately fifteen (15) minutes to complete and is forthcoming on Wednesday, May 11, 2005. The subject topic of the email message will read: ***CSAO of the CCCU Dissertation Study***. The sender will be identified as gregory.elkins@ttu.edu. I ask that you complete the survey and evaluation form by Monday, May 16, 2005. If you wish to participate in the study at this time please visit **http://educdata.educ.ttu.edu/surveys/elkins/**.

Your response will be used to answer questions such as the following:
- Do CSAO's primarily consider themselves an educator, leader, or manager?
- Do the student affairs administration domains reflect the CSAO's perception?

- What student affairs administration domain best describes the overall responsibilities of the CSAO?
- What student affairs administration domain best describes the daily roles of the CSAO?
- What student affairs administration domain is essential to possess for an aspiring CASO?
- What is the demographic makeup of this population of CSAO?

The email will be sent to the following address: robert.ewalt@ttu.edu. Should this not be accurate please provide such at the contact information below. Upon receipt of the email, I ask that you devote a few minutes of your time to complete the brief survey and evaluation form. Thank you for your participation and cooperation.

If you have questions, please feel free to contact me by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu; or Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu or 806/742-1997.

Respectfully,

Brent Cejda, Ph.D.   Gregory G. Elkins
Associate Professor   Doctoral Candidate

APPENDIX E

EMAIL TO EXPERT PANEL SEEKING PARTICIPATION

To: Insert email addresses of expert panel
From: gregory.elkins@ttu.edu
Subject: ***CSAO of the CCCU Dissertation Study***
Date: May 11, 2005

Last week you received a letter via United States mail introducing myself and seeking your participation in a study of Chief Student Affairs Officers at the Council for Christian College and Universities. As a doctoral candidate I am conducting a web based survey via email in partial fulfillment of the degree requirements under the direction of Drs. Brent Cejda and Hansel Burley, Associate Professors in the College of Education at Texas Tech University. The population of the dissertation is the Chief Student Affairs Officers at the Council for Christian Colleges and Universities institutions. Though information is available on student affairs and CSAO, limited research is available on the CSAO at CCCU

Sandeen (1991) provides one of the first books specifically on the person and function of the CSAO as he identifies the principle roles as educator, leader, manager, and mediator. Winston, Creamer, and Miller (2001) concur with Sandeen though they modify his model to include the mediation role as an embedded aspect of three student affairs administration domains of educator, leader, and manager. The development of this survey is based upon the theoretical perspective and research of Winston, Creamer, and Miller. Associated with each domain are behavioral characteristics they adapted from the work Gary Yukl (1998).

As a ***current/former or higher education program faculty member*** I solicit your participation and evaluation to assist in the establishment of face validity of the survey instrument. Face validity involves only a casual subjective inspection of the test items to judge whether they cover the content that the test purports to measure (Gall, Gall, and Borg 2003, p.191).   Specifically, do the behavioral characteristics associated with the three student affairs administration domains reflect the roles and responsibilities of a CSAO?

The survey is relatively short and has been designed so that you can complete it quickly and easily. Texas Tech University's College of Education Institutional Research personnel produced the web based instrument and thus the attached survey is from both a secure and reliable source. You may begin the survey and evaluation at **http://educdata.educ.ttu.edu/surveys/elkins/**

Your response will be used to answer questions such as the following:
- Do CSAO's primarily consider themselves an educator, leader, or manager?
- Do the student affairs administration domains reflect the CSAO's perception?
- What student affairs administration domain best describes the overall responsibilities of the CSAO?
- What student affairs administration domain best describes the daily roles of the CSAO?
- What student affairs administration domain is essential to possess for an aspiring CSAO?
- What is the demographic makeup of this population of CSAO?

I ask that you devote approximately fifteen (15) minutes of your time to complete the survey and evaluation form by Monday May 16, 2005. Thank you for your participation and cooperation. If you have questions, please feel free to contact me by telephone at 806/742-2984 or by email at

gregory.elkins@ttu.edu; or Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu or 806/742-1997.

APPENDIX F

SURVEY EVALUATION FORM FOR EXPERT PANEL

After completing the survey please respond to the questions below. Utilizing a Likert scale with 1 being the least positive response and 5 being the most positive response, rank the following:

The questions were self explanatory.   Rank_____

The available responses to each question were understood.   Rank_____

The instructions were understood.   Rank_____

Completing the survey was relatively easy.   Rank_____

In terms of minutes, indicate the length of time to complete the survey. Do not include the time to complete this evaluation form in your answer.   _____minutes

Do the behavioral characteristics associated with the three student affairs administration domains reflect the roles and responsibilities of a CSAO?   ____Yes   ____No

Any further suggestions or comments?

Thank you for you participation and cooperation.

APPENDIX G

COVER LETTER TO PILOT STUDY

May 16, 2005

Name
Title
Institution
Address
City, State, Zip

Greeting

As a doctoral candidate I am conducting a web based survey via email in partial fulfillment of
the degree requirements under the direction of Drs. Brent Cejda and Hansel Burley, Associate
Professors in the College of Education and Graduate School at Texas Tech University. You
were selected to participate in this pilot study as you serve as the Chief Student Affairs Officer at
an affiliated member institution of the Council for Christian Colleges and Universities. The
population of the dissertation is the Chief Student Affairs Officers at the Council for Christian
Colleges and Universities institutions. Your response will be included with this population and
the study findings. Though information is available on student affairs and CSAO, limited
research is available on the CSAO at CCCU.

The survey is relatively short and has been designed so that you can complete it quickly and
easily. Texas Tech University's College of Education Institutional Research personnel produced
the web based instrument and thus the forthcoming email with attached survey is from both a
secure and reliable source. The survey and evaluation should take approximately fifteen (15)
minutes to complete and is forthcoming on Monday, May 23, 2005. The subject topic of the
email message will read: ***CSAO of the CCCU Dissertation Study***. The sender will be identified
as gregory.elkins@ttu.edu. If you wish to participate in the study at this time please visit
http://educdata.educ.ttu.edu/surveys/elkins/.

All of your responses will be confidential and reported only as grouped statistical data.   Your
response will be used to answer questions such as the following:
  • Do CSAO's primarily consider themselves an educator, leader, or manager?
  • Do the student affairs administration domains reflect the CSAO's perception?
  • What student affairs administration domain best describes the overall responsibilities of
    the CSAO?
  • What student affairs administration domain best describes the daily roles of the CSAO?
  • What student affairs administration domain is essential to possess for an aspiring CSAO?
  • What is the demographic makeup of this population of CSAO?

The email will be sent to the following address: _____. Should this not be accurate
please provide such at the contact information below. Upon receipt of the email, I ask that you
devote a few minutes of your time to complete the brief survey and evaluation by Monday, May
30, 2005 to include you in a study of the chief student affairs officers of the Council of Christian
College and Universities. Thank you for your participation and cooperation. As a token of my

appreciation I will share the study results if you desire. Simply indicate your desire at the end of the survey.

If you have questions, please feel free to contact me by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu; or Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu or 806/742-1997.

Respectfully,

Brent Cejda   Gregory G. Elkins
Associate Professor   Doctoral Candidate

APPENDIX H

EMAIL TO PILOT STUDY SEEKING PARTICIPATION

To: Insert email addresses of pilot study
From: gregory.elkins@ttu.edu
Subject: ***CSAO of the CCCU Dissertation Study***
Date: May 23, 2005

Last week you received a letter via United States mail introducing myself and seeking your participation in a study of Chief Student Affairs Officers at the Council for Christian College and Universities. As a doctoral candidate, I am conducting a web based survey via email in partial fulfillment of the degree requirements under the direction of Drs. Brent Cejda and Hansel Burley, Associate Professors in the College of Education at Texas Tech University.

You were selected to participate in this pilot study as you serve as the Chief Student Affairs Officer at an affiliated member institution of the Council for Christian Colleges and Universities. The population of the dissertation is the Chief Student Affairs Officers at the Council for Christian Colleges and Universities institutions. Your response will be included with this population and the study findings. Though information is available on student affairs and CSAO, limited research is available on the CSAO at CCCU. Thus, the CCCU has indicated their "*interest in and support for this research, which they believe can be of help to student development professionals within the CCCU*".

The survey is relatively short and has been designed so that you can complete it quickly and easily. Texas Tech University's College of Education Institutional Research personnel produced the web based instrument and thus the attached survey is from both a secure and reliable source. If you wish to participate in the study at this time please visit **http://educdata.educ.ttu.edu/surveys/elkins/**.

All of your responses will be confidential and reported only as grouped statistical data. Your response will be used to answer questions such as the following:
- Do CSAO's primarily consider themselves an educator, leader, or manager?
- Do the student affairs administration domains reflect the CSAO's perception?
- What student affairs administration domain best describes the overall responsibilities of the CSAO?
- What student affairs administration domain best describes the daily roles of the CSAO?
- What student affairs administration domain is essential to possess for an aspiring CSAO?
- What is the demographic makeup of this population of CSAO?

I ask that you devote approximately fifteen (15) minutes of your time to complete the survey and evaluation by Monday, May 30, 2005 to include you in a study of the chief student affairs officers of the Council for Christian College and Universities. Thank you for your participation and cooperation. As a token of my appreciation I will share the study results if you desire. Simply indicate your desire at the end of the survey.

If you have questions, please feel free to contact me by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu; or Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu or 806/742-1997; or Hansel Burley, Ph.D., Associate Professor and Dissertation Committee Co-chair at Hansel.burley@ttu.edu or 806/742-1997.

APPENDIX I

SECOND EMAIL TO PILOT STUDY SEEKING PARTICIPATION

To: Insert email addresses of pilot study
From: gregory.elkins@ttu.edu
Subject: ***CSAO of the CCCU Dissertation Study***
Date: May 26, 2005

Two weeks ago you received a letter via United States mail and again last week by email introducing myself and seeking your participation in a study of Chief Student Affairs Officers at the Council for Christian College and Universities. To those which responded I *thank you*! Those which did not respond previously, I write to ask you to devote approximately fifteen (15) minutes of your time to assist me in my dissertation study. If you wish to participate in the study at this time please visit **http://educdata.educ.ttu.edu/surveys/elkins/**.

As a doctoral candidate I am conducting a web based survey via email in partial fulfillment of the degree requirements under the direction of Drs. Brent Cejda and Hansel Burley, Associate Professors in the College of Education and Graduate School at Texas Tech University. You were selected to participate in this pilot study as you serve as the Chief Student Affairs Officer at an affiliated member institution of the Council for Christian Colleges and Universities. The population of the dissertation is the Chief Student Affairs Officers at the Council for Christian Colleges and Universities institutions. Your response will be included with this population and the study findings. Though information is available on student affairs and CSAO, limited research is available on the CSAO at CCCU. The CCCU has indicated their "*interest in and support for this research, which they believe can be of help to student development professionals within the CCCU*".

The survey is relatively short and has been designed so that you can complete it quickly and easily. Texas Tech University's College of Education Institutional Research personnel produced the web based instrument and thus the attached survey is from both a secure and reliable source. All of your responses will be confidential and reported only as grouped statistical data. Your response will be used to answer questions such as the following:

- Do CSAO's primarily consider themselves an educator, leader, or manager?
- Do the behavioral characteristics associated with each of the educator, leader, and manager domains reflect the CSAO's perception?
- What student affairs administration domain best describe the overall responsibilities of the CSAO?
- What student affairs administration domain best describe the daily roles of the CSAO?
- What student affairs administration domain is most essential for aspiring CSAO to possess?
- What is the demographic makeup of this population of CSAO?

I ask that you devote approximately fifteen (15) minutes of your time to complete the survey and evaluation by May 30, 2005 to include you in a study of the chief student affairs officers of the Council for Christian College and Universities. Thank you for your participation and cooperation. As a token of my appreciation I will share the study results if you desire. Simply indicate your desire at the end of the survey.

If you have questions, please feel free to contact me by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu; or Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu or 806/742-1997; or Hansel Burley, Ph.D., Associate Professor and Dissertation Committee Co-chair at Hansel.burley@ttu.edu or 806/742-1997.

APPENDIX J

SURVEY EVALUATION FORM FOR PILOT STUDY

After completing the survey please respond to the questions below. Utilizing a Likert scale with 1 being the least positive response and 5 being the most positive response, rank the following:

The questions were self explanatory.   Rank_____

The available responses to each question were understood.   Rank_____

The instructions were understood.   Rank_____

Completing the survey was relatively easy.   Rank_____

In terms of minutes, indicate the length of time to complete the survey. Do not include the time to complete this evaluation form in your answer.   _____minutes

Do the behavioral characteristics associated with the three student affairs administration domains reflect the roles and responsibilities of a CSAO?   ____Yes   ____No

Any further suggestions or comments?

Thank you for your participation and cooperation!

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APPENDIX K

CCCU AFFILIATED MEMBER INSTITUTIONS

Andrews University, Asbury Theological Seminary, Baylor University, Bluefield College,

Campbell University, Central Christian College, Charleston Southern University, Christian

Heritage College, Columbia International University, Crestmont College, Criswell College,

Cumberland College, Dallas Theological Seminary, Emmanuel College, Franciscan University

of Steubenville, Fuller Theological Seminary, Grand Canyon University, Lancaster Bible

College, Mid-American Christian University, Moody Bible Institute, North Central University,

Ohio Valley College, Philadelphia Biblical University, Reformed Bible College, Regent

University, Toccoa Falls College, Valley Forge Christian College, Walla Walla College, and

William Jessup University (http://www.cccu.org/about/affiliates.asp 5/10/2005).

APPENDIX L

COVER LETTER TO STUDY POPULATION

July 6, 2005

<Name>
<Title>
<Institution>
<Address>
<City, State, Zip>

<Greeting>

The linked questionnaire concerned with the roles of Chief Student Affairs Officers (CSAOs) at Christian colleges and universities is part of a nationwide study taking place at Texas Tech University. This project is concerned with the present status and intricacies of the execution of CSAO position at Christian postsecondary institutions. The Council for Christian Colleges and Universities (CCCU) leadership has indicated interest in and support for this research that they believe can be of help to student development professionals within the CCCU (Personal communication, Mahurin, 2005). The results of this study will provide insights into the changing nature of this important position and help improve the preparation of those interested in chief student affairs careers.

Because of the small number of Christian colleges and universities, it is critical that we obtain your responses to this survey. This instrument has been tested by CSAO professionals and student development professors. Based on their advice, we have revised it to keep it short. It takes about fifteen (15) minutes to complete. Our institutional research office has assured us of the questionnaire site's security. Finally, your responses are completely confidential. In short, we need your participation in this effort.

The survey will be ready on July 12, 2005. We would appreciate if you could complete the survey by Friday, July 22, 2005. This study is part of a dissertation project, and other phases of the project cannot be completed until questionnaire data have been analyzed. When the project is over, we will be pleased to send you a summary of results. Simply indicate your desire at the end of the online survey.

 If you wish to participate in the study, please visit **http://educdata.educ.ttu.edu/surveys/elkins/** on July 12th.   A reminder Email will be sent to you at that time. Please check the Email address we have for you for accuracy. That reminder Email will be sent to *???????????????????????.*   If this is incorrect, alert us to the correct address at gregory.elkins@ttu.edu. As you might imagine, we are working hard to keep the response rate as high as possible. If you would like more information about the study, see the postscript below.

If you have questions, please feel free to contact the lead researcher by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu. You may also contact Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu; Hansel Burley, Ph.D., Associate Professor and Dissertation Co-chair at hansel.burley@ttu.edu, 806/742-1997; or

Kathleen Harris, Ph.D., Associate Vice President, Research Services at kathleen.harris@ttu.edu ,
806/742-3884.

Thank you for your time and many thanks for your support.

Sincerely,

Gregory Elkins
Lead Researcher
Interim Dean of Students/Director, Center for Campus Life

Brent Cejda
Associate Professor

Hansel Burley
Associate Professor

P.S.
Here is some additional information about this study. As a senior level educational
administrator, the CSAO must perform as an educator, leader, and manager. The purpose of this
study is not to categorize CSAOs solely as an educator, leader, or manager as all three roles are
crucial. The purpose of the study is to clarify what CSAOs really do—within a specific
conceptual framework. All of your responses will be confidential and reported only as grouped
statistical data.   Your response will be used to answer questions such as the following:
- Do CSAOs primarily consider themselves an educator, leader, or manager?
- Do the student affairs administration domains reflect the CSAO's perception?
- What student affairs administration domain best describes the overall responsibilities of
  the CSAO?
- What student affairs administration domain best describes the daily roles of the CSAO?
- What student affairs administration domain is essential to possess for an aspiring CSAO?
- What is the demographic makeup of this population of CSAO?

APPENDIX M

EMAIL TO STUDY POPULATION SEEKING PARTICIPATION

To: Insert email addresses of CSAO's of the CCCU
From: gregory.elkins@ttu.edu
Subject: ***CSAO of the CCCU Dissertation Study***
Date: July 12, 2005

Recently you received a letter via United States mail seeking your participation in a study of Chief Student Affairs Officers at the Council for Christian College and Universities. The linked questionnaire concerned with the roles of Chief Student Affairs Officers (CSAOs) at Christian colleges and universities is part of a nationwide study taking place at Texas Tech University. This project is concerned with the present status and intricacies of the execution of CSAO position at Christian postsecondary institutions. The Council for Christian Colleges and Universities (CCCU) leadership has indicated interest in and support for this research that they believe can be of help to student development professionals within the CCCU (Personal communication, Mahurin, 2005). The results of this study will provide insights into the changing nature of this important position and help improve the preparation of those interested in chief student affairs careers.

Because of the small number of Christian colleges and universities, it is critical that we obtain your responses to this survey. This instrument has been tested by CSAO professionals and student development professors. Based on their advice, we have revised it to keep it short. It takes about fifteen (15) minutes to complete. Our institutional research office has assured us of the questionnaire site's security. Finally, your responses are completely confidential. In short, we need your participation in this effort.

The survey will be ready on July 12, 2005. We would appreciate if you could complete the survey by Friday, July 22, 2005. This study is part of a dissertation project, and other phases of the project cannot be completed until questionnaire data have been analyzed. When the project is over, we will be pleased to send you a summary of results. Simply indicate your desire at the end of the online survey.

If you wish to participate in the study, please visit **http://educdata.educ.ttu.edu/surveys/elkins/** on July 12th. As you might imagine, we are working hard to keep the response rate as high as possible. If you would like more information about the study, see the postscript below.

If you have questions, please feel free to contact the lead researcher by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu. You may also contact Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu; Hansel Burley, Ph.D., Associate Professor and Dissertation Co-chair at hansel.burley@ttu.edu, 806/742-1997; or Kathleen Harris, Ph.D., Associate Vice President, Research Services at kathleen.harris@ttu.edu , 806/742-3884.

Thank you for your time and many thanks for your support.

Sincerely,

Gregory Elkins
Lead Researcher
Interim Dean of Students/Director, Center for Campus Life

Brent Cejda
Associate Professor

Hansel Burley
Associate Professor

P.S.
Here is some additional information about this study. As a senior level educational administrator, the CSAO must perform as an educator, leader, and manager. The purpose of this study is not to categorize CSAOs solely as an educator, leader, or manager as all three roles are crucial. The purpose of the study is to clarify what CSAOs really do—within a specific conceptual framework. All of your responses will be confidential and reported only as grouped statistical data.   Your response will be used to answer questions such as the following:
- Do CSAOs primarily consider themselves an educator, leader, or manager?
- Do the student affairs administration domains reflect the CSAO's perception?
- What student affairs administration domain best describes the overall responsibilities of the CSAO?
- What student affairs administration domain best describes the daily roles of the CSAO?
- What student affairs administration domain is essential to possess for an aspiring CSAO?
- What is the demographic makeup of this population of CSAO?

APPENDIX N

SECOND EMAIL TO STUDY POPULATION SEEKING PARTICIPATION

To: Insert email addresses of CSAO's of the CCCU
From: gregory.elkins@ttu.edu
Subject: ***CSAO of the CCCU Dissertation Study***
Date: July 15, 2005

Last week you received a letter via United States mail and again earlier this week via email seeking your participation in a study of Chief Student Affairs Officers at the Council for Christian College and Universities. To those which responded we *thank you*! Those which did not respond, we ask you to devote approximately fifteen (15) minutes of your time to assist in the study. Because of the small number of Christian colleges and universities, it is critical that we obtain your responses to this survey. This instrument has been tested by CSAO professionals and student development professors. Based on their advice, we have revised it to keep it short. Our institutional research office has assured us of the questionnaire site's security. Finally, your responses are completely confidential. In short, we need your participation in this effort.

As you might imagine, we are working hard to keep the response rate as high as possible. The current response rate is 38%, however, we hope for a response rate closer to 75%.
To participate in the study, please visit **http://educdata.educ.ttu.edu/surveys/elkins/** . If you would like more information about the study, see the postscript below.

The linked questionnaire concerned with the roles of Chief Student Affairs Officers (CSAOs) at Christian colleges and universities is part of a nationwide study taking place at Texas Tech University. This project is concerned with the present status and intricacies of the execution of CSAO position at Christian postsecondary institutions. The Council for Christian Colleges and Universities (CCCU) leadership has indicated interest in and support for this research that they believe can be of help to student development professionals within the CCCU (Personal communication, Mahurin, 2005). The results of this study will provide insights into the changing nature of this important position and help improve the preparation of those interested in chief student affairs careers.

We would appreciate if you could complete the survey by Friday, July 22, 2005. This study is part of a dissertation project, and other phases of the project cannot be completed until questionnaire data have been analyzed. When the project is over, we will be pleased to send you a summary of results. Simply indicate your desire at the end of the online survey.

If you have questions, please feel free to contact the lead researcher by telephone at 806/742-2984 or by email at gregory.elkins@ttu.edu. You may also contact Brent Cejda, Ph.D., Associate Professor and Dissertation Co-chair at brent.cejda@ttu.edu; Hansel Burley, Ph.D., Associate Professor and Dissertation Co-chair at hansel.burley@ttu.edu, 806/742-1997; or Kathleen Harris, Ph.D., Associate Vice President, Research Services at kathleen.harris@ttu.edu , 806/742-3884.

Thank you for your time and many thanks for your support.

Sincerely,

Gregory Elkins
Lead Researcher
Interim Dean of Students/Director, Center for Campus Life

Brent Cejda
Associate Professor

Hansel Burley
Associate Professor

P.S.
Here is some additional information about this study. As a senior level educational administrator, the CSAO must perform as an educator, leader, and manager. The purpose of this study is not to categorize CSAOs solely as an educator, leader, or manager as all three roles are crucial. The purpose of the study is to clarify what CSAOs really do—within a specific conceptual framework. All of your responses will be confidential and reported only as grouped statistical data.   Your response will be used to answer questions such as the following:
- Do CSAOs primarily consider themselves an educator, leader, or manager?
- Do the student affairs administration domains reflect the CSAO's perception?
- What student affairs administration domain best describes the overall responsibilities of the CSAO?
- What student affairs administration domain best describes the daily roles of the CSAO?
- What student affairs administration domain is essential to possess for an aspiring CSAO?
- What is the demographic makeup of this population of CSAO?

APPENDIX O

STUDY SURVEY

Chief Student Affairs Officers (CSAO's)
Council for Christian Colleges and Universities Study
Summer 2005

All of your answers will be completely confidential and will be reported only as grouped statistical data.

Simply click on any student affairs administration domain or behavioral characteristic to review the description and/or definition of each.

Section 1 of 5: EDUCATOR, LEADER, or MANAGER

Among educational administrators, whom do you admire most:

- Educators
- Leaders
- Managers

As a CSAO, do you primarily consider yourself a:

- Educator
- Leader
- Manager

Indicate the level of each behavioral characteristic which best describes your ***overall*** responsibilities as the CSAO:

    1= Does not describe my overall responsibilities
    2= Describes very little of my overall responsibilities
    3= Somewhat describes my overall responsibilities
    4= Mostly describes my overall responsibilities
    5= Best describes my overall responsibilities

As an educator:

	1	2	3	4	5
Advising	1	2	3	4	5
Coaching	1	2	3	4	5
Collaborating	1	2	3	4	5
Demonstrating	1	2	3	4	5
Evaluating	1	2	3	4	5
Facilitating	1	2	3	4	5
Learning	1	2	3	4	5
Lecturing	1	2	3	4	5
Modeling	1	2	3	4	5
Researching	1	2	3	4	5
Structuring	1	2	3	4	5

As a leader:

	1	2	3	4	5
Clarifying roles and objectives	1	2	3	4	5
Consulting	1	2	3	4	5
Delegating	1	2	3	4	5
Developing and mentoring	1	2	3	4	5
Informing	1	2	3	4	5
Managing conflicts and team building	1	2	3	4	5
Monitoring	1	2	3	4	5
Motivating and inspiring	1	2	3	4	5
Networking	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Problem solving	1	2	3	4	5
Recognizing	1	2	3	4	5
Rewarding	1	2	3	4	5
Supporting	1	2	3	4	5

As a manager:

	1	2	3	4	5
Administrating	1	2	3	4	5
Consulting	1	2	3	4	5
Controlling	1	2	3	4	5
Coordinating	1	2	3	4	5
Decision making	1	2	3	4	5
Monitoring indicators	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Representing	1	2	3	4	5
Supervising	1	2	3	4	5

Section 3 of 5: ROLES
Indicate the level of each behavioral characteristic which best describes the amount of time you spend *__daily__* as the CSAO:

    1=No time spent daily
    2=Little time spent daily
    3=Some time spent daily
    4=Much time spent daily
    5=A great deal of time spent daily

As an educator:

Advising	1	2	3	4	5
Coaching	1	2	3	4	5
Collaborating	1	2	3	4	5
Demonstrating	1	2	3	4	5
Evaluating	1	2	3	4	5
Facilitating	1	2	3	4	5
Learning	1	2	3	4	5
Lecturing	1	2	3	4	5
Modeling	1	2	3	4	5
Researching	1	2	3	4	5
Structuring	1	2	3	4	5

As a leader:

Clarifying roles and objectives	1	2	3	4	5
Consulting	1	2	3	4	5
Delegating	1	2	3	4	5
Developing and mentoring	1	2	3	4	5
Informing	1	2	3	4	5
Managing conflicts and team building	1	2	3	4	5
Monitoring	1	2	3	4	5
Motivating and inspiring	1	2	3	4	5
Networking	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Problem solving	1	2	3	4	5
Recognizing	1	2	3	4	5
Rewarding	1	2	3	4	5
Supporting	1	2	3	4	5

As a manager:

Administrating	1	2	3	4	5
Consulting	1	2	3	4	5
Controlling	1	2	3	4	5
Coordinating	1	2	3	4	5
Decision making	1	2	3	4	5
Monitoring indicators	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Representing	1	2	3	4	5
Supervising	1	2	3	4	5

Indicate the level of each behavioral characteristic which best describes the **essentialness** for an aspiring CSAO to possess:

    1=Not essential for an aspiring CSAO to possess
    2=Of very little essentialness for an aspiring CSAO to possess
    3=Somewhat essential for an aspiring CSAO to possess
    4=Of more essentialness for an aspiring CSAO to possess
    5=Most essential for an aspiring CASO to possess

As an educator:

Advising	1	2	3	4	5
Coaching	1	2	3	4	5
Collaborating	1	2	3	4	5
Demonstrating	1	2	3	4	5
Evaluating	1	2	3	4	5
Facilitating	1	2	3	4	5
Learning	1	2	3	4	5
Lecturing	1	2	3	4	5
Modeling	1	2	3	4	5
Researching	1	2	3	4	5
Structuring	1	2	3	4	5

As a leader:

Clarifying roles and objectives	1	2	3	4	5
Consulting	1	2	3	4	5
Delegating	1	2	3	4	5
Developing and mentoring	1	2	3	4	5
Informing	1	2	3	4	5
Managing conflicts and team building	1	2	3	4	5
Monitoring	1	2	3	4	5
Motivating and inspiring	1	2	3	4	5
Networking	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Problem solving	1	2	3	4	5
Recognizing	1	2	3	4	5
Rewarding	1	2	3	4	5
Supporting	1	2	3	4	5

As a manager:

Administrating	1	2	3	4	5
Consulting	1	2	3	4	5
Controlling	1	2	3	4	5
Coordinating	1	2	3	4	5
Decision making	1	2	3	4	5
Monitoring indicators	1	2	3	4	5
Planning and organizing	1	2	3	4	5
Representing	1	2	3	4	5
Supervising	1	2	3	4	5

Section 5 of 5: DEMOGRAPHICS

Your exact position title (e.g., Vice President, Dean, Student Service, Student Development):

_____

To whom do you report (e.g., President, Chancellor, Provost):_____

Number of years in current CSAO position:_____

Number of years in a full-time faculty/staff member position at this CCCU institution:_____

Number of years in a full-time student affairs position prior to the current CSAO position:_____

Total number of years in a full-time position in higher education:_____

Do you hold academic rank? _____Professor

_____Associate professor

_____Assistant professor

_____Instructor

_____No academic rank

If you do hold academic rank, what academic department:_____

Gender: _____Female _____Male

Age: _____years

Marital status: _____Never married
_____Married
_____Divorced
_____Separated
_____Widowed
_____

Other:_____

Ethnic background: _____African American
_____American Indian
_____Asian American
_____Caucasian
_____Hispanic
_____Other:_____

Please check the highest degree earned and indicate major field of study of highest degree:

Highest Degree Earned   Field of Study of Highest Degree

___Bachelor's   _____
___Master's   _____
___Ed.D.   _____
___Ph.D.   _____
___Professional Degree   _____
                                       (Name of degree)_____

__Other: _____
                                       (Please specify)_____

Did you earn your bachelor's degree from a CCCU institution?   ____Yes   ___No
If yes, did you earn the degree from the CCCU institution which you currently serve as the CSAO?   ____Yes   ____No

Religious denomination affiliation of Institution:_____

Is your personal religious denomination affiliation the same as the religious denomination affiliation of the institution, which you serve as the CSAO?   _____Yes   _____No

Do you wish to receive a copy of the study results?   _____Yes   _____No

If so, please provide name and institution: _____

<u>Survey Definitions</u>

Below are definitions of the three domains of student affairs administration and the

behavioral characteristics associated with each domain as provided by Winston, Creamer, and

Miller (2001).

<u>Educator</u>	CSAO as an educator is a person who is actively and collaboratively engaged in promoting both student learning and community development.
Advising	Listening to interest and concerns; aiding in identification of available resources; explaining institutional rules and procedures or laws; initiating cooperative problems solving; challenging unexamined assumptions, beliefs, and prejudices; providing emotional support.
Coaching	Showing how to do something; offering suggestions; providing feedback about quality of performance; providing opportunities for practice in achieving mastery; helping perfect an activity; praising exemplary performance.
Collaborating	Engaging jointly with others to accomplish a goal; joining individuals or groups in solving a problem or learning new material; participating as an equal in collective process.
Demonstrating	Displaying behavior or manipulating equipment to explicate a principle; teach a process, or exhibit an approach.
Evaluating	Providing critique of ideas, performance, or product reflecting a comparison with a standard of excellence; correcting a mistake.
Facilitating	Assisting an individual or group to make meaning of experiences; encouraging expression of feeling and examination of effects on others; encouraging discussion of ideas and exploration of implications; enabling democratic decision making.
Learning	Gaining knowledge and skills through study and/or self analysis; being a lifelong learner.
Lecturing	Making oral presentation of facts, theories, or information; relating personal experiences; telling how to do something; providing illustrative examples or approaches; reporting research findings.
Modeling	Showing by example; allowing self to be observed.
Researching	Seeking understanding of facts, theories, or conditions through systematic inquiry.
Structuring	Providing assignments or tasks designed to explicate subject matter; creating exercises and opportunities for practice; identifying resources; offering a framework for examination of ideas, beliefs, values, and research methods and findings; creating or reinforcing psychosocial environment conducive to learning.

**Leader**	CSAO as a leader is a person who provides a vision to accomplish tasks and activities of both student affairs and the institution.
Clarifying roles and objectives	Assigning tasks, providing direction on how to work, clearly communicating responsibilities, tasks objectives, deadlines, and performance expectations.
Consulting	Checking with people before making changes that effect them; encouraging suggestions for improvement; inviting participation in decision making; incorporating the ideas of others in decisions.
Delegating	Allowing subordinates to have substantial responsibility and discretion in carrying out activities, handling problems, and making important decisions.
Developing and mentoring	Providing coaching and helpful career advice; doing things to facilitate staff's skill acquisition, professional development, and career advancement.
Informing	Disseminating relevant information about decisions, plans, and activities; answering questions and request for information.
Managing conflict and team building	Facilitating constructive resolution of conflict; encouraging cooperation, teamwork, and identification with the unit.
Monitoring	Gathering information about work activities and external conditions; checking on the progress and quality of work; evaluating performance of individuals and units.
Motivating and inspiring	Using influence techniques that appeal to emotion or logic to generate enthusiasm, commitment to work tasks, compliance, with request for cooperation, assistance, support, or resources.
Networking	Socializing informally; developing contacts with persons who are sources of information of support; maintaining contact over time.
Planning and organizing	Determining long term objectives and strategies, allocating resources according to priorities, assign responsibilities to staff; determining how to improve coordination and effectiveness of organizational unit.
Problem solving	Identifying and analyzing work related problems; acting decisively to implement solutions.
Recognizing	Providing praise and recognition foe effective performance, significant achievement, and special contributions.
Rewarding	Providing or recommending tangible rewards for effective performance, significant achievement, and demonstrated competence.
Supporting	Acting friendly and considerate; being patient and helpful; sowing empathy and support when someone is upset or anxious; listening to complaints and problems; looking out for someone's interest.

Manager	CSAO as a manager is a person who administers and coordinates people and resources to achieve goals of both student affairs and the institution.
Administrating	Performing basics activities such as locating information on policies and procedures; analyzing routine information and maintaining detailed and accurate records and documents.
Consulting	Keeping current with developments in the field; introducing new techniques and technologies into the organization; acting as an expert advisor or troubleshooter for others in the institution.
Controlling	Developing schedules; assessing benefits and costs of programs and services' analyzing operational effectiveness.
Coordinating	Communicating with internal and external publics; meeting schedules and deadlines; solving problems; maintaining smooth working relationships with peers; mediating disagreements and conflicts between key individuals.
Decision making	Making decisions in unstructured situations with incomplete information; authorizing deviations from policy to meet demands of new situation.
Monitoring indicators	Monitoring internal and external factors and forces that may affect unit, division, or institution and students.
Planning and organizing	Formulating short term plans; developing budgets; translating long term plans into operational goals; recommending and developing policies and procedures.
Representing	Answering questions; responding to complaints; promoting a positive image of the unit, division, and institution.
Supervising	Improving the performance of subordinates by working with them to analyze work behaviors and developing strategies to build on strengths and overcome weaknesses.

APPENDIX P

CCCU MEMBER INSTITUTIONS

Abilene Christian University, Anderson University, Asbury College, Azusa Pacific University, Belhaven College, Bethel College-IN, Bethel University, Biola University, Bluffton University, Bryan College, California Baptist University, Calvin college, Campbell University, Carson-Newman College, Cedarville University, College of the Ozarks, Colorado Christian College, Corban College, Cornerstone University, Covenant College, Crichton College, Crown College, Dallas Baptist University, Dordt College, East Texas Baptist University, Eastern Mennonite University, Eastern Nazarene College, Eastern University, Erskine College, Evangel University, Fresno Pacific University, Geneva College, George Fox University, Gordon College, Goshen College, Grace College and Seminary, Greenville College, Hardin-Simmons University, Hope International University, Houghton College, Houston Baptist University, Howard Payne University, Huntington University, Indiana Wesleyan University, John Brown University, Judson College-AL, Judson College-IL, Kentucky Christian University, King College, Lee University, LeTourneau University, Lipscomb University, Louisiana College, Malone College, Master's College and Seminary, Messiah College, MidAmerica Nazarene University, Milligan College, Mississippi College, Missouri Baptist University, Montreat College, Mount Vernon Nazarene University, North Greenville College, North Park University, Northwest Christian College, Northwest Nazarene University, Northwest University, Northwestern College-IA, Northwestern College-MN, Nyack College, Oklahoma Baptist University, Oklahoma Christian University, Oklahoma Wesleyan University, Olivet Nazarene University, Oral Roberts University, Palm Beach Atlantic University, Point Loma Nazarene University, Roberts Wesleyan College, Seattle Pacific University, Simpson University, Southeastern University, Southern Nazarene University, Southern Wesleyan University, Southwest Baptist University, Spring Arbor University, Sterling College, Tabor College, Taylor University, Trevecca Nazarene

University, Trinity Christian College, Trinity International University, Trinity Western University, Union University, University of Sioux Falls, Vanguard University of Southern California, Warner Pacific College, Warner Southern College, Wayland Baptist University, Waynesburg College, Westmont College, Wheaton College, Whitworth College, and William Baptist College (http://www.cccu.org/about/members.asp 7/8/2005)

APPENDIX Q

SPLIT FILE ANALYSIS

Split File Analysis of Student Affairs Self Reported Domain (Educator) and the Various

Grouped Behavioral Characteristics.

CSAO Considers Self = Educator

Overall		CSAO Considers Self	edu2comp	ldr2comp	man2comp
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		.00	3.8134	4.1353	3.9532
Median		.00	3.8182	4.0714	3.8889
Std. Deviation		.000	.35009	.37260	.47620

a CSAO Considers Self = Educator

Daily		CSAO Considers Self	edu3comp	ldr3comp	man3comp
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		.00	3.3923	3.5226	3.5424
Median		.00	3.4545	3.5714	3.4444
Std. Deviation		.000	.40208	.38763	.48015

a CSAO Considers Self = Educator

Essential		CSAO Considers Self	edu4comp	ldr4comp	man4comp
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		.00	3.8995	4.0518	3.9591
Median		.00	3.9091	4.0714	4.0000
Std. Deviation		.000	.36097	.29586	.45844

a CSAO Considers Self = Educator

Split File Analysis of Student Affairs Self Reported Domain (Leader) and the Various Grouped

Behavioral Characteristics.

CSAO Considers Self = Leader

Overall		CSAO Considers Self	edu2comp	ldr2comp	man2comp
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		1.00	3.4398	4.2559	3.8333
Median		1.00	3.5455	4.2143	3.8889
Std. Deviation		.000	.62856	.46338	.38311

a CSAO Considers Self = Leader

Daily		CSAO Considers Self	edu3comp	ldr3comp	man3comp
N	Valid	37	36	36	35
	Missing	0	1	1	2
Mean		1.00	2.8460	3.4286	3.3206
Median		1.00	3.0000	3.5000	3.3333
Std. Deviation		.000	.58949	.38027	.43684

a CSAO Considers Self = Leader

Essential		CSAO Considers Self	edu4comp	ldr4comp	man4comp
N	Valid	37	37	37	37
	Missing	0	0	0	0
Mean		1.00	3.5528	4.0794	3.8168
Median		1.00	3.4545	4.1429	3.8889
Std. Deviation		.000	.37932	.39012	.33866

a CSAO Considers Self = Leader

Split File Analysis of Student Affairs Self Reported Domain (Manager) and the Various Grouped

Behavioral Characteristics.

CSAO Considers Self = Manager

Overall		CSAO Considers Self	edu2comp	ldr2comp	man2comp
N	Valid	8	8	8	8
	Missing	0	0	0	0
Mean		2.00	3.2955	3.9210	4.1111
Median		2.00	3.3636	3.9286	4.1111
Std. Deviation		.000	.56825	.45325	.42414

a CSAO Considers Self = Manager

Daily		CSAO Considers Self	edu3comp	ldr3comp	man3comp
N	Valid	8	8	8	8
	Missing	0	0	0	0
Mean		2.00	3.0114	3.4107	3.6528
Median		2.00	2.8182	3.2500	3.7778
Std. Deviation		.000	.61741	.53690	.52600

a CSAO Considers Self = Manager

Essential		CSAO Considers Self	edu4comp	ldr4comp	man4comp
N	Valid	8	8	8	8
	Missing	0	0	0	0
Mean		2.00	3.6364	3.9554	4.1250
Median		2.00	3.5000	3.9286	4.1111
Std. Deviation		.000	.58312	.47830	.42179

a CSAO Considers Self = Manager