NASPA
Research and Policy
Institute

THE CHIEF STUDENT AFFAIRS OFFICER

Responsibilities, Opinions, and Professional Pathways of Leaders in Student Affairs

2014 | FULL REPORT

About NASPA's Research and Policy Institute

NASPA's Research and Policy Institute (RPI) intentionally links research, policy, and effective student affairs practice in support of student success and the strategic priorities of the association. The RPI generates scholarship and conducts policy analysis to articulate student affairs contributions to student success, learning, and development; interprets information to advance practice and policy conversations; and connects the research and policy activities of NASPA members to increase reach and impact. To learn more and access publications, blog postings, and data resources, please visit www.naspa.org/rpi.

About the Authors

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FOREWORD

The first annual survey of college and university chief student affairs officers (CSAOs) aims to understand how these leaders ascended to their positions, how they manage the complex day-to-day operations of a student affairs division, and how they perceive the challenging and changing environment of American higher education.

Some of the areas covered in the study include:

➔ Pathways into the profession and career aspirations of CSAOs;

➔ Critical issues facing higher education and the student affairs profession;

➔ Composition of student affairs divisions, reporting structures, and budget information; and

➔ Salary data of CSAOs, associate/assistant vice presidents, and other director-level staff.

In the pages that follow, we present an extensive discussion of the study's findings from these areas and more, highlighting what we think are interesting and informative data points that add to the public's collective understanding of the role CSAOs are playing in American higher education.

We are deeply grateful for the time and care with which CSAOs responded to our request for participation in this project. Although we were hopeful at the outset, we in no way anticipated that nearly 1 out of every 3 CSAOs in the United States would respond to the survey. Without their thoughtful participation,

we would have little of value to share. We remain humbled and motivated by the appreciation and support we have received for this project.

This endeavor is useful in at least three ways. First, we see value in providing information about CSAOs to those outside the profession of student affairs. Whereas resources exist to glean the perspectives and professional goals of other presidential cabinet-level positions, there is an absence of in-depth, succinct, and reliable information on the CSAO. This report is an attempt to fill that notable void.

Second, we see this report as a potential resource for CSAOs to benchmark their professional environment against a robust collection of peers and across an array of domains. Peer comparisons are always useful and of seemingly endless interest to those within American higher education. Toward that end, this report allows an individual CSAO to contextualize his or her experience against a collection of more than 860 institutions on a range of topics both personal and institutional—from salary data and educational background to size of the student affairs division and number of direct reports.

Finally, we hope this report is useful for those who aspire to become a CSAO, that it lays out some data to answer, in part, the often-asked question "What is the nature of your job?" This report is no substitute for conversation and mentoring, but it does provide a solid primer on the CSAO position and affords those

interested in climbing to the top of the student affairs ladder a broad understanding of what may await them should they get there.

The successful completion of this report and the data-gathering process that underlies it would not be possible without the hard work and support of many people. We are especially grateful for the support of NASPA's executive team, consisting of President Kevin Kruger, Vice President for Professional Development Stephanie Gordon, and Vice President for Operations Amy Shopkorn; to the NASPA Board of Directors and the James E. Scott Academy Board for their role in developing the project's scope and aim; Senior Director of Publications Melissa Dahne for her work—and patience—in the publication of this report; and Senior Policy Analyst Edward J. Smith for being a thought partner throughout the project.

And finally, to the CSAOs who contributed their perspectives to this project by completing the survey, a heartfelt note of thanks and gratitude.

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Vice President for Research and Policy

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OVERVIEW OF KEY FINDINGS

→ Seven out of 10 (72%) chief student affairs officers (CSAOs) report directly to the institution's president or chancellor.

→ Only 22% of CSAOs indicated a desire to become a college or university president, with an equal number (23%) undecided about such a career step—a response comparable to that of chief academic officers.

→ Black (35%) and Hispanic (44%) CSAOs were more than twice as likely to aspire to become a college or university president than were their White (17%) colleagues.

→ Of CSAOs who hold an advanced degree, 3 out of 4 concentrated in education or higher education as their field of study.

→ CSAOs indicated that they spend nearly a third of their time (30%) on administrative tasks, compared with just 13% of their time interacting directly with students.

→ Mental health concerns, diminishing resources, changing student demographics, and graduation rates were reported to be among the top issues facing colleges and universities.

→ The five most commonly reported functional areas within student affairs divisions were: campus activities, student conduct, counseling services, orientation, and student affairs assessment.

→ Veteran student services, student affairs assessment, and campus safety were among the functional areas most commonly added to student affairs divisions over the preceding 3 years.

→ Financial aid, admissions, and intercollegiate athletics were among the functional areas most commonly removed from student affairs divisions over the preceding 3 years.

→ The vast majority of CSAOs reported that budgets remained relatively stable from fiscal year 2012 to fiscal year 2013 and did not fluctuate more than +/- 5%. One quarter reported seeing no change, with 43% seeing either slight increases or decreases.

→ As expected, the reported annual mean salary of CSAOs varied notably by Carnegie Classification, with those working at doctoral-granting and research institutions earning nearly twice as much as their colleagues at associate-level colleges.

→ Salary data gathered for the project include more than 10,400 unique observations. In total, data were collected on more than 500 CSAO salaries, 765 AVP salaries, and more than 9,100 leaders of specific functional areas within student affairs.

METHODOLOGY

This report presents findings from a quantitative survey research study that was conducted through NASPA's Research and Policy Institute (RPI). The study's purpose was to gather information on and about chief student affairs officers (CSAOs) at U.S. colleges and universities. To achieve this objective, the RPI collected Web-based survey responses from 863 CSAOs, representing 240 public 4-year institutions, 366 private not-for-profit 4-year institutions, 234 public 2-year institutions, and a handful of private for-profit 4-year and 2-year institutions (Table 1). The sector distribution of responses mirrored that of the population as a whole (Figure 1).

The survey questionnaire was developed by RPI staff, in collaboration with selected members of the NASPA Board of Directors, the NASPA executive team, and several campus-level senior administrators. The survey was designed and administered using the Qualtrics software package. The survey was compatible with visual accommodation software.

RPI staff distributed an initial e-mail invitation for participation to the 2,844 individuals identified by the 2013 edition of the Higher Education Directory (HED) as holding a CSAO position. One targeted e-mail reminder and one general final reminder were sent to nonrespondents. The overall participation rate was 30.35%.
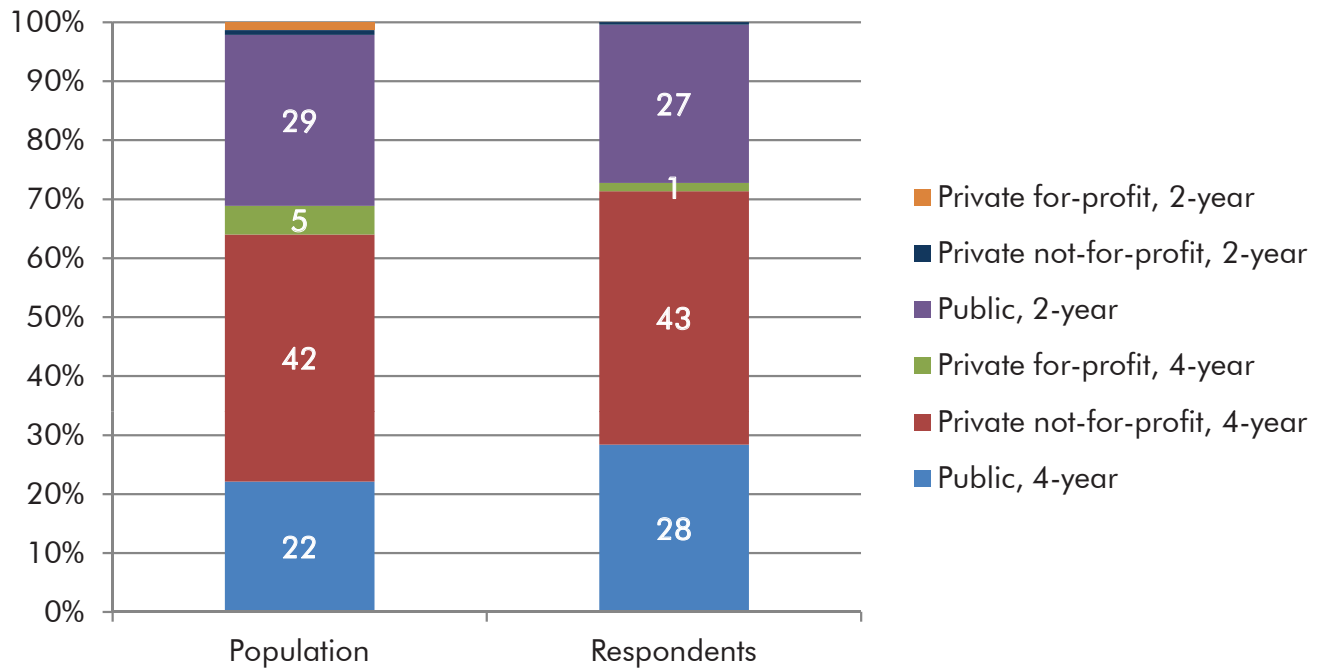
30%
Overall Response Rate

Table 1 | Total Participation by Sector (*n* = 858)

Sector	Number of Participants
Public, 4-year	240
Private not-for-profit, 4-year	366
Private for-profit, 4-year	13
Public, 2-year	234
Private not-for-profit, 2-year	4
Private for-profit, 2-year	1

Institutions are represented only once in the data. Sample sizes may fluctuate by item and are indicated in presentation of data, where appropriate. For analysis purposes, a survey was deemed "complete" if a respondent finished the first 5 of 7 total sections (*n* = 782). Data were reported by demographic characteristics and institutional characteristics, where possible and informative. For the population and survey respondents, Integrated Postsecondary Education Data System (IPEDS) institutional characteristics were matched to individuals and their responses using IPEDS IDs included in the HED extract. In some cases, due to rounding, the reported figures may not add up to 100%.

This report presents results of the survey and is provided as a NAPSA member benefit and

Figure 1 | Distribution of Population and Survey Respondents, by Sector

Legend:
- ■ Private for-profit, 2-year
- ■ Private not-for-profit, 2-year
- ■ Public, 2-year
- ■ Private for-profit, 4-year
- ■ Private not-for-profit, 4-year
- ■ Public, 4-year

complimentary to those CSAOs who participated in the project. Diving into greater detail than the publically available "Executive Summary," this report presents responses by additional demographic fields and postsecondary sector, and expands on salary data and student affairs division alignment information. In addition, functional area profiles covering reporting structure, salary data, and job title of the person in charge of day-to-day operations can be found on the NASPA Research and Policy Institute website.

KEY FINDINGS

Profiling the CSAO

Demographics

CSAOs provided rich data on their demographic characteristics, including age, race/ethnicity, gender, and educational background. In total, 863 CSAOs provided some amount of demographic information via the survey instrument; respondents were given the option of providing demographic information. For transparency, total responses received for each question are presented with appropriate figures and tables where deviations exist.

Collectively, CSAOs comprise a diverse professional group in terms of age and race/ethnicity, and they demonstrate notable parity in gender distribution. As illustrated in Table 2 and Figure 2, CSAOs were more likely to be 50 years of age or older and to identify as White, non-Hispanic.

Along gender lines, nearly identical numbers of CSAOs self-identified as male (51%) as female (49%). Although the option was present, no respondent self-identified as transgender.

Educational Background and Years in Current Position

CSAOs hold a diverse array of educational degrees (Table 3). Six out of 10 hold a doctoral degree or a professional degree. Of those holding a doctoral degree, 3 out of 4 completed their degrees in either

Table 2 | Response Count by Race/Ethnicity (n = 827)

Race/Ethnicity	Number of Respondents
American Indian or Alaska Native	1
Asian	12
Black	114
Hispanic	57
Native Hawaiian or Other Pacific Islander	2
White	633
Two or More Races	8

Note. Race and ethnicity categories follow those used by the Department of Education and the U.S. Census Bureau. Data for the following races were not reported due to small sample size: American Indian (n = 1) and Native Hawaiian/Pacific Islander (n = 2).

Table 3 | Terminal degree held by CSAOs

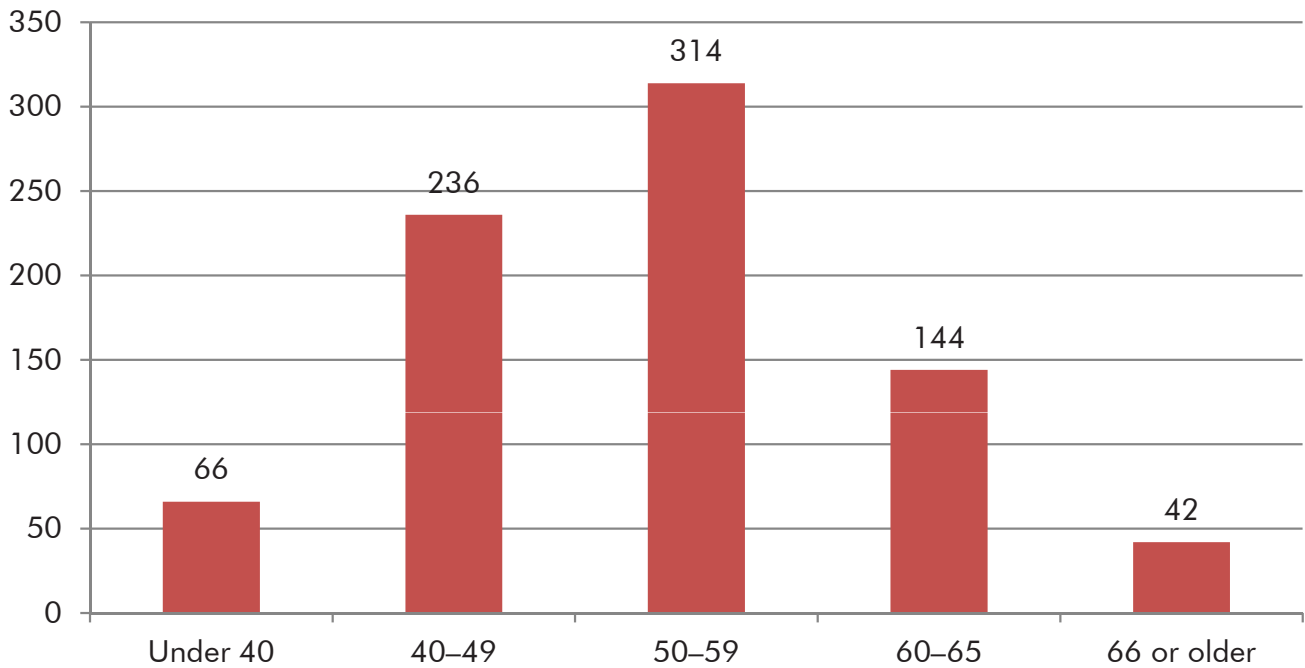| Degree	Percentage
Bachelor's	1%
Master's	38%
Professional	4%
Doctoral	56%
Other	1%

Figure 2 | Response Count by Age (*n* = 802)

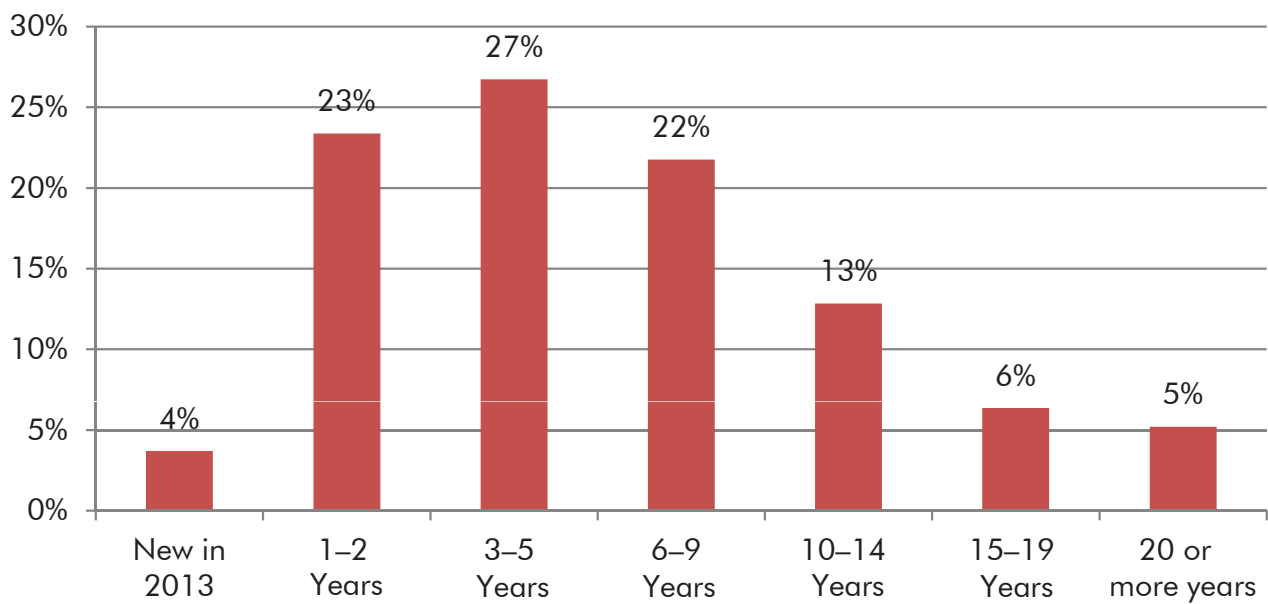**Figure 3** | Years Respondents Have Served as the CSAO at Current Institution

Table 4 | Doctoral Degree Field of Study

Field	Percentage
Education and Higher Education	75%
Social Sciences	17%
Humanities and Fine Arts	7%
Other	1%

general education or higher education (Table 4).

In addition to degree information, CSAOs provided data on the length of time they have occupied their current positions (Figure 3). The majority of respondents have spent between 1 and 9 years in their current positions (72%). On average, CSAOs have spent 7 years at their current institutions. Although the data are of interest, this study did not capture total years an individual has been a CSAO over the course of his or her career.

Reporting Lines and Job Titles

Finally, 7 out of 10 CSAOs report directly to the institution's president or chancellor, with another 16% reporting to the chief academic officer or provost

Table 5 | Top Three Job Titles of Individuals to Whom CSAOs Report

Job Title	Percentage
President/Chancellor	72%
Provost/Chief Academic Officer	16%
Executive or Senior Vice President	6%

Table 6 | Most Common Job Titles for CSAOs

Job Title	Percentage
Vice President	48%
Dean	20%
Vice President and Dean	13%

(Table 5). Future studies will use this baseline data to support inquiry into any changes in reporting structures of CSAOs over time.

As with many job titles within higher education, nomenclature for the CSAO varied. Table 6 presents the three most commonly reported job titles for CSAOs. Within these buckets, there was variation by sector. For instance, a CSAO working at a private not-for-profit 4-year institution was 4 times as likely to hold the title "dean" as was his or her counterpart at a 4-year public institution (Table 7).

Career Paths and Aspirations
Career Pathways

Understanding how individuals come into the role of CSAO is informative on a number of fronts. First, it suggests pathways into the leading professional role within the field of student affairs, offering a roadmap for those interested in becoming a CSAO. Second, it provides a starting point for context about the perspectives and experiences that individuals may be likely to bring with them to the CSAO position. Finally, when collected over time, career path information identifies trends and changes in the hiring preferences for top institutional leadership posts.

Table 7 | Sector Influences Job Titles

Of CSAOs with the title "vice president":		Of CSAOs with the title "vice president and dean":		Of CSAOs with the title "dean":	
Sector	**Percentage**	**Sector**	**Percentage**	**Sector**	**Percentage**
From public 4-year	32%	From public 4-year	15%	From public 4-year	12%
From private not-for-profit 4-year	36%	From private not-for-profit 4-year	83%	From private not-for-profit 4-year	54%
From public 2-year	32%	From public 2-year	3%	From public 2-year	34%

The pathway into the CSAO role varies. When asked to describe their career mobility prior to promotion to a CSAO position, a third (34%) of respondents indicated that they had worked at one institution for the majority of their careers prior to promotion to CSAO, while roughly another third (28%) indicated having changed institutions three or more times (Table 8).

Beyond demonstrating patterns of professional mobility, individuals also reported varied professional experiences immediately prior to beginning their current CSAO positions (Figure 4).

Overall, it is most common for a CSAO to be an internal hire. A near majority of CSAOs (48%) indicated that they were employed at their current institution in a non-CSAO position as opposed to holding a non-CSAO position at another institution (26%).

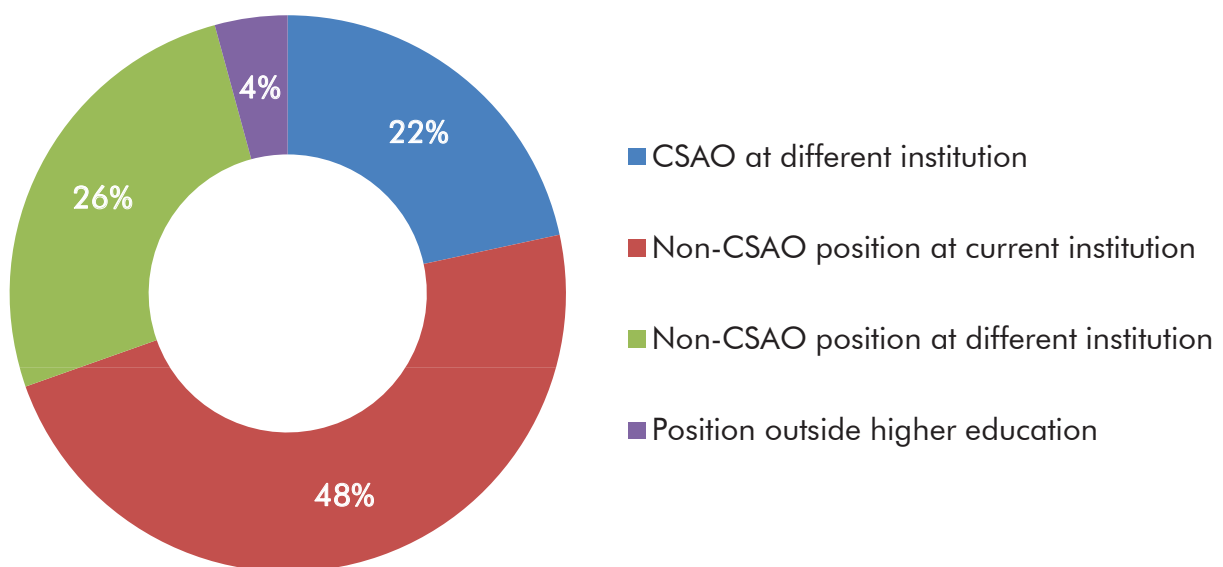**Figure 4** | Position Held Immediately Prior to Current CSAO Position

- CSAO at different institution
- Non-CSAO position at current institution
- Non-CSAO position at different institution
- Position outside higher education

22% / 48% / 26% / 4%

Table 8 | Description of Career Prior to Promotion to the CSAO Position

Career Description	Percentage
One institution for majority of career	34%
Changed institution once or twice	35%
Changed institution three or more times	28%
Moved in and out of higher education	4%

Table 9 | Previous Job Title for Non-CSAO at Different Institution (*n* = 210)

Job Title	Percentage
Director	27%
Dean	23%
Associate/Assistant Vice President	20%
Associate/Assistant Dean	19%
Faculty	1%
Assistant/Associate Vice Chancellor	1%
Other (within higher education, mixed open field)	9%

Additionally, only 1 in 5 (22%) CSAOs indicated a lateral transition, which is defined as moving from one CSAO position to another.

A "director-level" position was the most commonly reported job held by individuals prior to them obtaining their current CSAO position. The most commonly reported prior job titles for CSAO external hires (Table 9) and internal hires (Table 10) are presented.

Notably, the overwhelming majority of internal and external CSAO hires are coming from within the field of student affairs, suggesting the pipeline into the CSAO position runs strongly through student affairs divisions. In fact, fewer than 1 in 10 CSAOs reported holding a faculty or academic administrator position prior to assuming their current role.

Although it was much more common for an individual to come into a CSAO position from within higher education, 4% of respondents did indicate that their prior professional role was not at a postsecondary institution. Table 11 lists the most common

professional sectors reported by individuals coming into CSAO roles from outside higher education. Not surprisingly, non-higher-education CSAOs emerged from other not-for-profit sectors of the economy, including secondary education and the military.

Career Aspirations—The Presidency

As Figure 5 shows, 1 in 5 current CSAOs identified a professional goal of advancing to become a college or university president; 55% of CSAOs reported no interest in leading a postsecondary institution. Notably, female CSAOs were less likely to aspire to the presidency (59%) than were their male colleagues (50%), as shown in Figure 6.

In addition to these differences along gender lines, respondents of varying racial/ethnic backgrounds reported divergent views on aspiring to become

Figure 5 | Percentage of CSAOs Who Aspire to the College Presidency, Overall
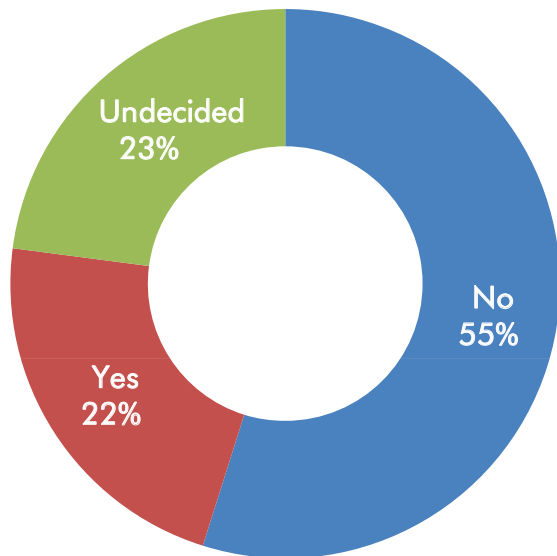
Table 10 | Previous Job Title for Non-CSAO at Current Institution (*n* = 393)

Job Title	Percentage
Dean	29%
Director	23%
Associate/Assistant Dean	19%
Associate/Assistant Vice President	17%
Faculty	6%
Other (within higher education, mixed open field)	6%

Figure 6 | Percentage of CSAOs Who Aspire to the College Presidency, by Gender
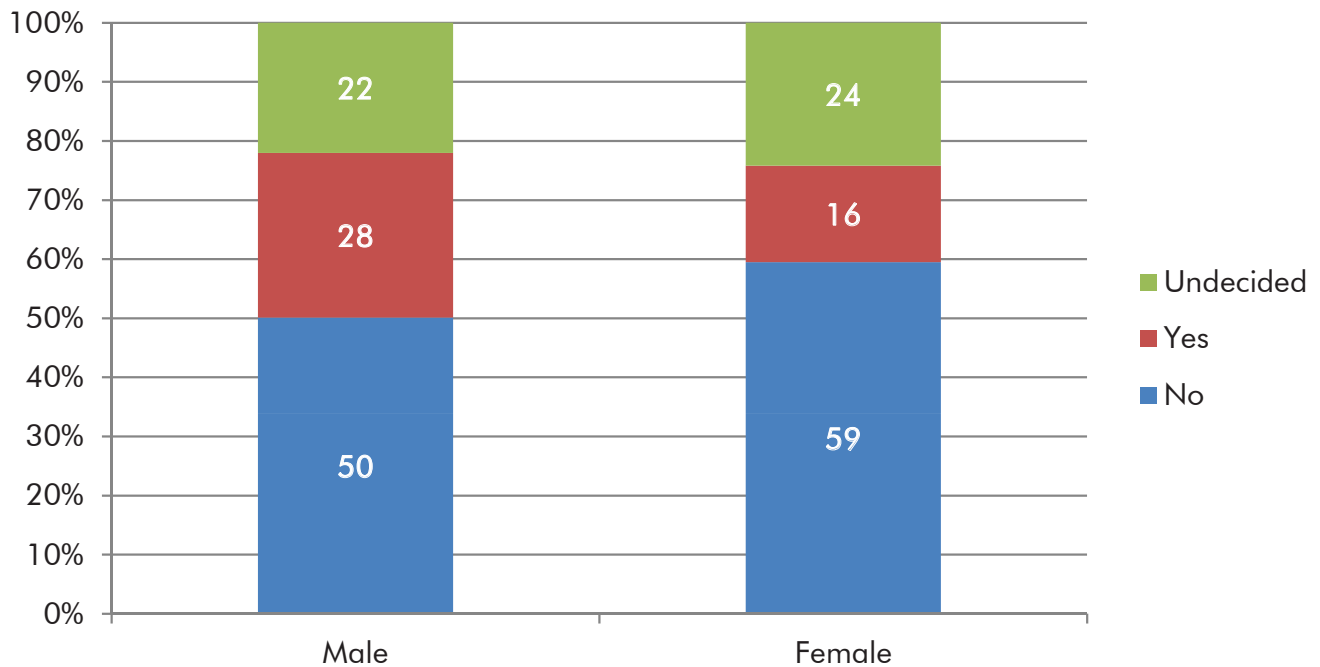
Note. No respondents self-identified as transgender. Numbers may not add to 100% due to rounding.

a college or university president (Figure 7). Black (35%) and Hispanic (44%) CSAOs were more than twice as likely to aspire to be a college or university president than were their White (17%) colleagues.

Quite notably and perhaps expectedly, age was also a factor in the likelihood a CSAO indicated a desire to serve as a college or university president. As illustrated in Figure 8, as a CSAO's age increased, their expressed desire to ascend to the presidency decreased.

Intersecting age and race provides greater nuance to our understanding of the profile of CSAOs who are interested in the presidency (Figure 9). For example, examining the responses of Black CSAOs reveals that more than half (52%) of CSAOs ages 40–49

Table 11 | Top Three Sectors for CSAOs Whose Prior Position Was Outside Higher Education

Rank	Sector
1	Nonprofit (not educational institution)
2	Elementary and Secondary Education
3	Ministry or Religious

indicated a desire to be a college president, while only a third of their younger-age counterparts expressed such a professional goal.

Taken as a group, when asked why they did not aspire to become a college or university president,

Figure 7 | Percentage of CSAOs Who Aspire to the College Presidency, by Race/Ethnicity
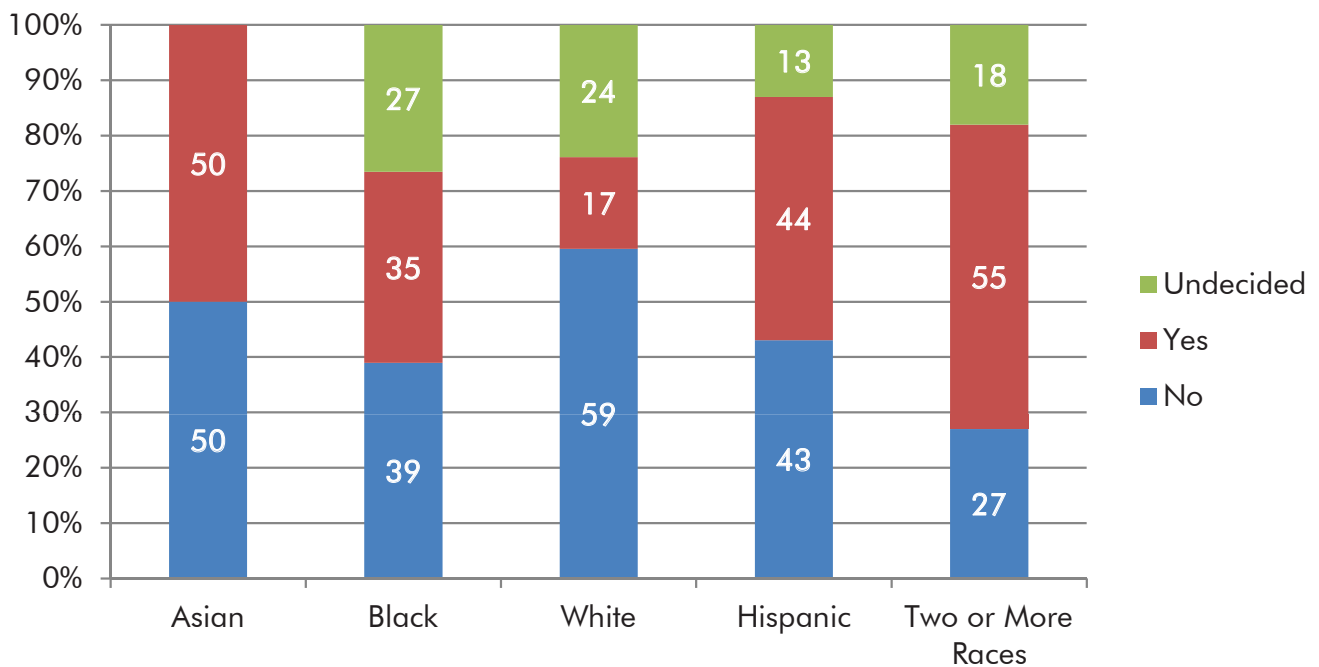
	Asian	Black	White	Hispanic	Two or More Races
Undecided		27	24	13	18
Yes	50	35	17	44	55
No	50	39	59	43	27

Note. Race and ethnicity categories follow those used by the Department of Education and the U.S. Census Bureau. Data for the following races were not reported due to small sample size: American Indian (*n* = 1) and Native Hawaiian/Pacific Islander (*n* = 2). Numbers may not add to 100% due to rounding.

Figure 8 | Percentage of CSAOs Who Aspire to the College Presidency, by Age
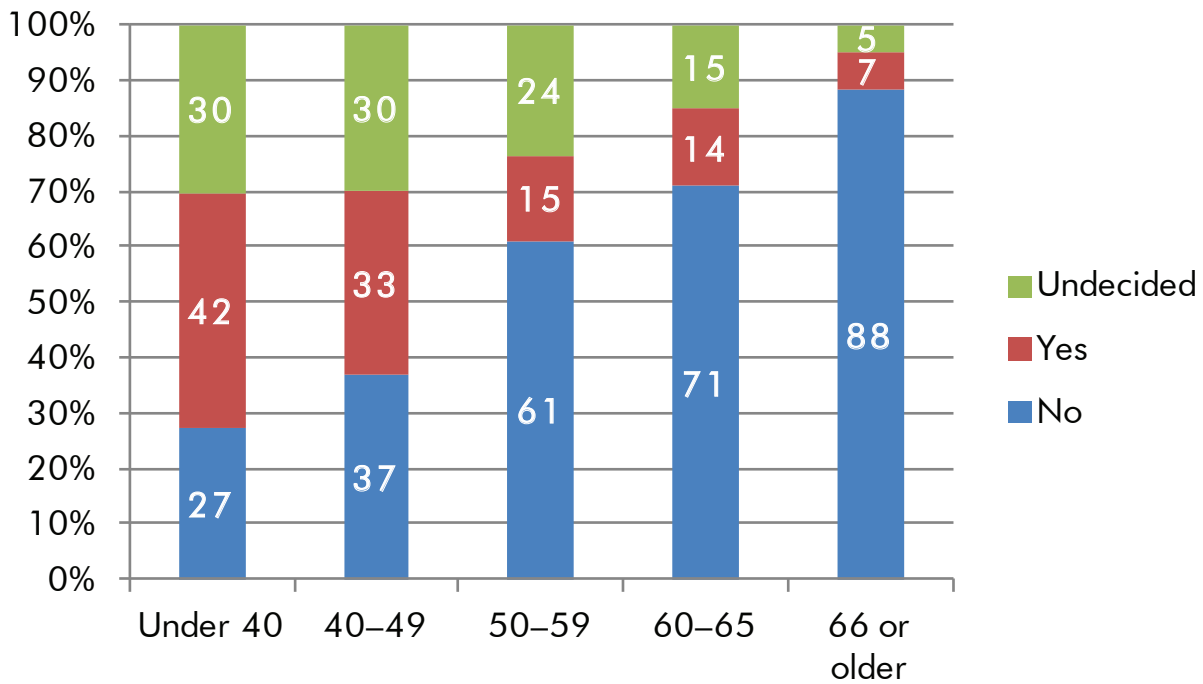
Figure 9 | Percentage of CSAOs Who Aspire to the College Presidency, by Race and Age
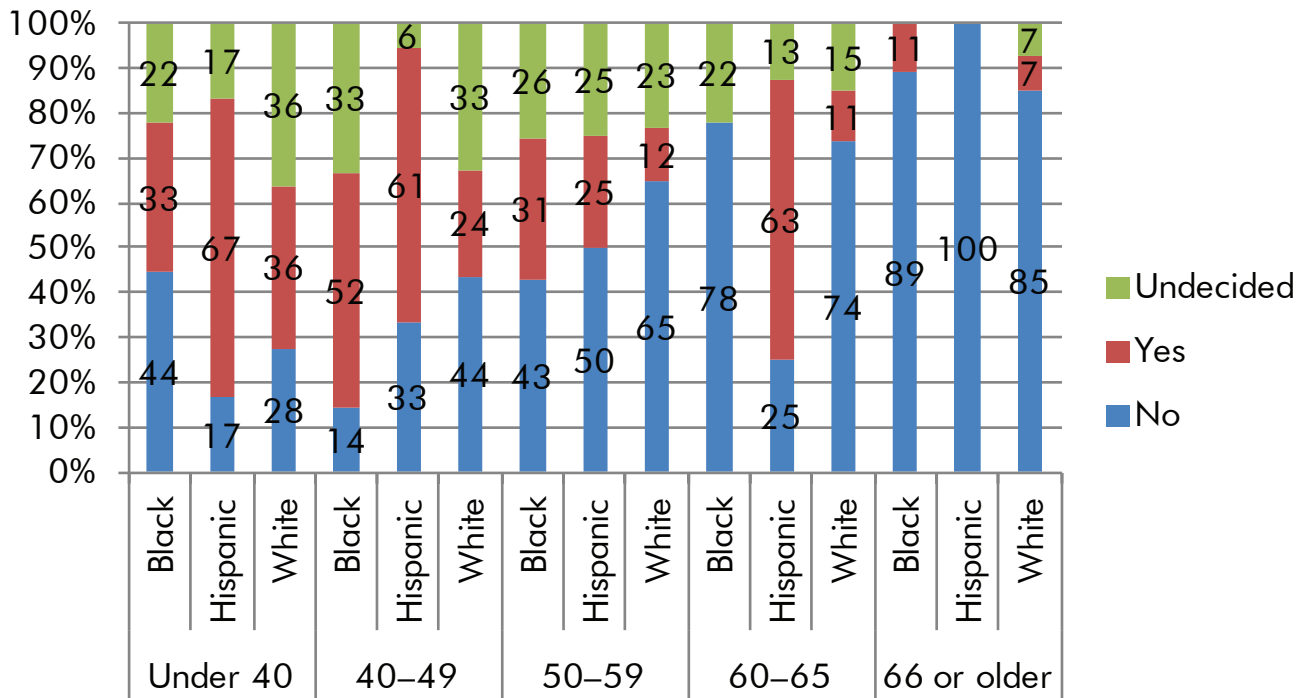
Note. Race and ethnicity categories follow those used by the Department of Education and the U.S. Census Bureau. Data for the following races were not reported due to small sample size: American Indian, Asian, Native Hawaiian/Pacific Islander, and two or more races. Numbers may not add to 100% due to rounding.

Table 12 | Top Five Reasons CSAOs Do Not Aspire to Serve as University President

| Rank	Reason
1	Nature of the work is unappealing
2	Time demands of the position
3	Do not want to live "in a fishbowl"
4	Do not feel prepared to succeed in the position
5	Not comfortable with the search process and politics of selection

CSAOs responded with a mixture of personal and professional reasons, ranging from concerns about time demands to questions about the politics of the search process (Table 12).

Duties and Responsibilities

Given the complexities of American higher education and the nuances involved in leading a student affairs division charged with supporting an increasingly diverse student population, time is appropriately viewed as a valuable and limited asset—that is, how CSAOs allocate their time is noteworthy for what it can tell us about institutional priorities and needs.

CSAOs were asked to indicate the percentage of their time spent over a range of areas, from administrative activities to fundraising to crisis management. Figure 10 illustrates the average percentage of time CSAOs indicated that they spent across eight predefined areas.

CSAOs reported spending more than twice as much time (30%) on administrative duties as they did on any other activity, except personnel management. Taken in total, time allocation responses suggest that more than 90% of CSAO time is spent on what could be considered internal institutional activities (personnel management, direct interaction with students) and that very little time is spent on externally focused responsibilities, such as public relations or fundraising.

In addition to self-reported time allocation, CSAOs were asked how they would prefer, in an ideal world, to spend their professional time. Figure 11 reports the results. Not surprisingly, CSAOs expressed a desire to spend significantly more time directly interacting with students and less time on administrative tasks and personnel management. CSAOs were also interested in spending more time on strategic planning, fundraising, and public relations.

In addition to capturing how CSAOs are spending their time and how they ideally would like to spend their time, we were curious about the perceptions CSAOs have of how their supervisors (mainly college and university presidents) think they spend their time. Figures 12, 13, and 14 illustrate actual, ideal, and supervisor perception of how CSAOs allocate their time, by postsecondary sector. As might be expected in self-reported data, there was a high degree of alignment between how CSAOs reported spending their time and how they reported their supervisors' perceptions of time distribution. One exception was in the "time spent directly interacting with students" category, where CSAOs consistently reported that their supervisors overestimate the amount of time a CSAO spends with students.

Figure 10 | Average Percentage of Time Spent Performing Various Executive Tasks

Task	Percentage of Time
Administration	30
Crisis management	12
Direct interaction with students	13
Finance	10
Fundraising	2
Personnel management	16
Public relations	5
Strategic planning	12

Percentage of Time
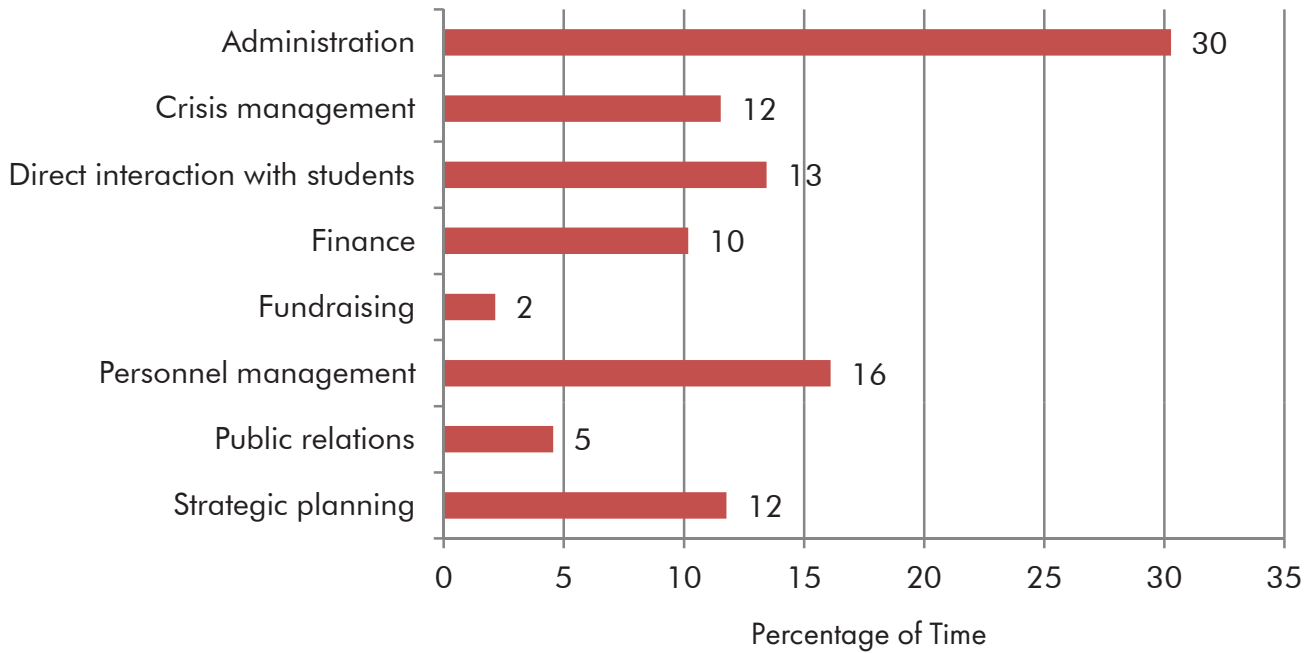
Figure 11 | Comparison of Current Time Allocation to Ideal Time Allocation

Task	Ideal allocation	Actual allocation
Administration	24	30
Crisis management	5	12
Direct interaction with students	24	13
Finance	7	10
Fundraising	5	2
Personnel management	12	16
Public relations	6	5
Strategic planning	18	12

Percentage of Time
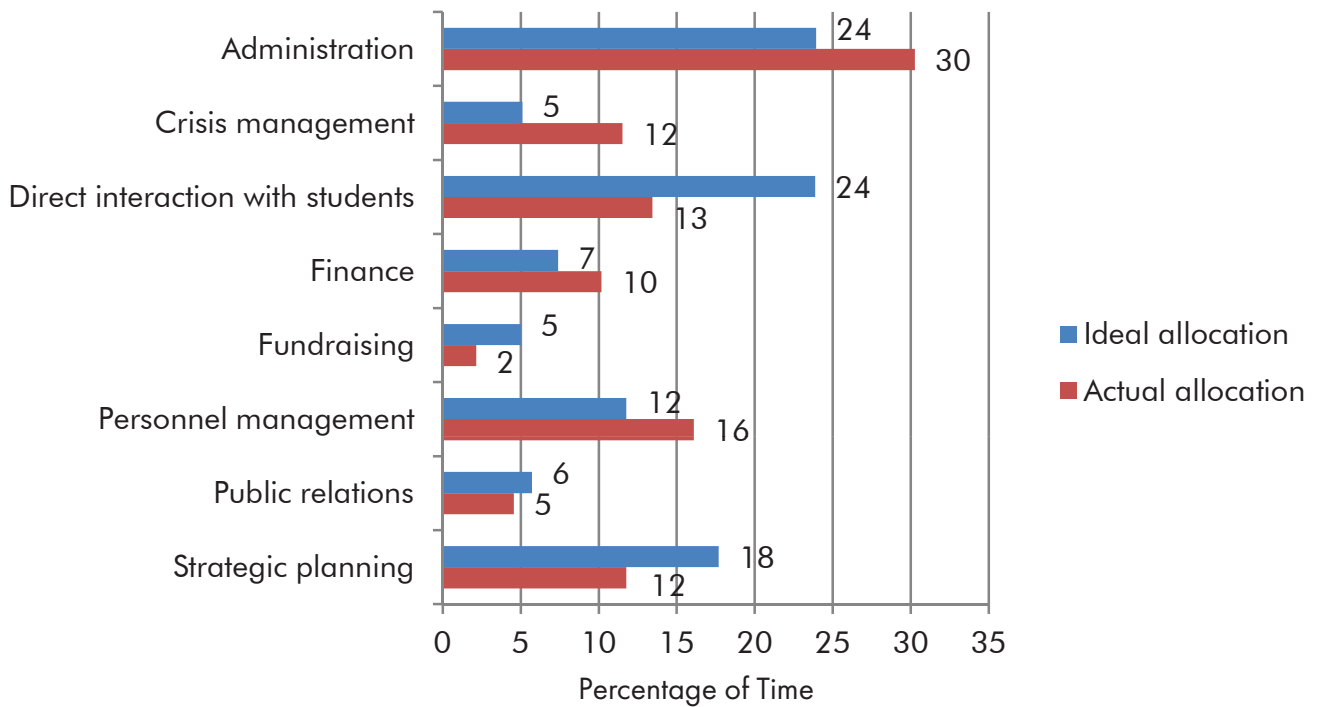
Figure 12 | Comparison of Time Allocation, Public 4-Year

Administration — Actual 30, Ideal 24, Supervisor 28

Crisis management — Actual 11, Ideal 5, Supervisor 13

Direct interaction with students — Actual 12, Ideal 22, Supervisor 17

Finance — Actual 12, Ideal 9, Supervisor 9

Fundraising — Actual 3, Ideal 8, Supervisor 3

Personnel management — Actual 16, Ideal 10, Supervisor 14

Public relations — Actual 5, Ideal 6, Supervisor 4

Strategic planning — Actual 11, Ideal 16, Supervisor 13

Legend: Actual, Ideal, Supervisor

X-axis: Percentage of Time (0, 10, 20, 30, 40)

Figure 13 | Comparison of Time Allocation, Private Not-for-Profit 4-Year
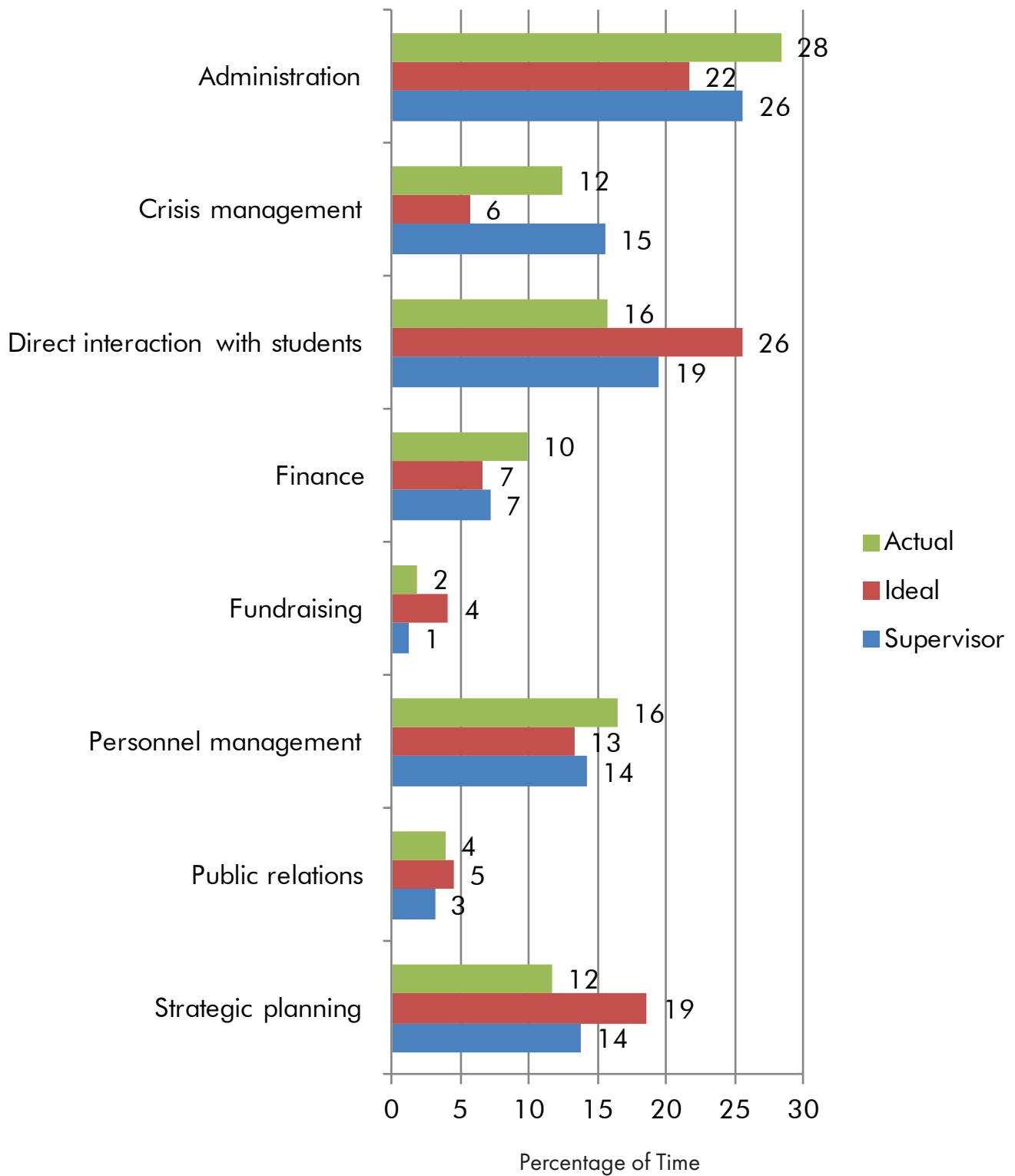
Figure 14 | Comparison of Time Allocation, Public 2-Year

Administration
Actual 34
Ideal 27
Supervisor 33

Crisis management
Actual 11
Ideal 4
Supervisor 11

Direct interaction with students
Actual 11
Ideal 21
Supervisor 13

Finance
Actual 9
Ideal 7
Supervisor 7

Fundraising
Actual 1
Ideal 2
Supervisor 1

Personnel management
Actual 16
Ideal 11
Supervisor 15

Public relations
Actual 5
Ideal 8
Supervisor 5

Strategic planning
Actual 13
Ideal 18
Supervisor 15

Legend:
- Actual
- Ideal
- Supervisor

Percentage of Time

Top Issues on Campus

According to CSAOs, mental health concerns, diminishing resources, shifting student demographics, and graduation rates are among the most pressing issues confronting higher education.

CSAOs were asked to select top "health, wellness, and safety issues"; top "administrative issues"; top "campus culture" issues; and top "student learning and success" issues, from four predefined lists. In Table 13, the top three issues identified by CSAOs are highlighted from the full list of choices in each of the four issue areas. Results from this year's survey provide a baseline for assessment of any changes over time of issues perceived to be critical to higher education broadly and to the field of student affairs in particular.

To uncover regional variation in CSAO perceptions of critical issues facing their campuses and the profession, we separated issue responses by the seven NASPA regions. Table 14 illustrates the top issues, across the four issue areas, for each NASPA region.

Cataloging the Student Affairs Division
Student Affairs Functional Areas

Just like the individuals who hold CSAO positions, the ways institutions organize student support services is diverse and often unique. Cataloging student affairs divisions is a first step in developing nuanced and meaningful peer comparison groups in the field of student affairs. Accurately assessing the impact of various student supports on outcomes of interest, appropriately comparing student affairs expenditures across institutions, and constructing meaningful reference groups to identify promising practices require consideration of how divisions are structured.

To begin to catalogue the different ways in which student affairs divisions structure themselves, CSAOs responded to a series of questions about institutional offerings. First, CSAOs reviewed a comprehensive list of functional areas and selected those offered at their institution. Next, working off the list of services provided at their institution, CSAOs were asked to indicate whether the functional area was part of the student affairs division.

Results of this iterative process allow for identification of functional areas that are most commonly reported to be part of student affairs divisions. The five most commonly reported functional areas within student affairs divisions were, in order: campus activities, student conduct, counseling services, orientation, and student affairs assessment. Table 15 presents three groupings (high, medium, and low concentration) of student affairs functions, with the corresponding percentage of CSAOs who reported that the functional area was housed within the institution's student affairs division. Tables 16, 17, 18, 19, 20, 21, and 22 report groupings of student affairs functions, by NASPA region.

Table 13 | What Are the Three Most Pressing Issues Facing Your Campus Today?

Top Three Health, Wellness, and Safety Issues on Campus	
Rank	**Issue**
1	**Mental health concerns**
2	**Alcohol abuse**
3	**Illicit drug abuse**
4	Suicide prevention
5	Sexual assault
6	Prescription drug abuse
7	Violence
8	Firearms

Top Three Campus Culture Issues on Campus	
Rank	**Issue**
1	**Changing student demographics**
2	**Diversity, equity, and inclusion**
3	**Campus safety**
4	Campus-community relations
5	International students
6	Athletics/student athlete concerns

Top Three Administrative Issues on Campus	
Rank	**Issue**
1	**Diminishing resources**
2	**Compliance and regulatory requirements**
3	**Strategic planning**
4	Managing crises on campus
5	Construction of new facilities
6	Reorganization
7	Development of online student services
8	Social media strategy
9	Fundraising
10	Outsourcing

Top Three Student Learning and Success Issues on Campus	
Rank	**Issue**
1	**Completion/Graduation rate**
2	**Persistence**
3	**Assessment and accountability**
4	Cocurricular learning outcomes
5	Civic learning and democratic engagement
6	Parental involvement
7	Study abroad

Table 14 | Top Issues Facing Student Affairs, by Issue Area and NASPA Region

Health, Wellness, and Safety Issues

Rank	Issue						
	Region I	Region II	Region III	Region IV-East	Region IV-West	Region V	Region VI
1	Mental health	Mental health	Mental health	Mental health	Mental health	Mental health	Mental health
2	Alcohol abuse	Alcohol abuse	Alcohol abuse	Alcohol abuse	Alcohol abuse	Alcohol abuse	Alcohol abuse
3	Suicide prevention	Suicide prevention	Illicit drug abuse	Suicide prevention	Illicit drug abuse	Suicide prevention	Illicit drug abuse
4	Sexual assault	Sexual assault	Sexual assault	Illicit drug abuse	Sexual assault	Sexual assault	Suicide prevention
5	Illicit drug abuse	Illicit drug abuse	Prescription drug abuse	Sexual assault	Suicide prevention	Illicit drug abuse	Violence
6	Violence	Violence	Suicide prevention	Violence	Prescription drug abuse	Violence	Sexual assault
7	Prescription drug abuse	Prescription drug abuse	Violence	Prescription drug abuse	Violence	Prescription drug abuse	Prescription drug abuse
8	Firearms	Firearms	Firearms	Firearms	Firearms	Firearms	Firearms

Administrative Issues

Rank	Issue						
	Region I	Region II	Region III	Region IV-East	Region IV-West	Region V	Region VI
1	Diminishing resources	Diminishing resources	Diminishing resources	Diminishing resources	Diminishing resources	Compliance and regulatory requirements	Compliance and regulatory requirements
2	Compliance and regulatory requirements	Compliance and regulatory requirements	Compliance and regulatory requirements	Compliance and regulatory requirement	Compliance and regulatory requirements	Diminishing resources	Strategic planning
3	Managing crises on campus	Strategic planning	Strategic planning	Strategic planning	Managing crises on campus	Strategic planning	Diminishing resources
4	Strategic planning	Managing crises on campus	Managing crises on campus	Managing crises on campus	Reorganization	Managing crises on campus	Managing crises on campus
5	Construction of new facilities	Reorganization	Construction of new facilities	Reorganization	Strategic planning	Reorganization	Reorganization
6	Reorganization	Construction of new facilities	Development of online student services	Construction of new facilities	Construction of new facilities	Development of online student services	Development of online student services
7	Development of online student services	Development of online student services	Reorganization	Development of online student services	Development of online student services	Construction of new facilities	Construction of new facilities
8	Social media strategy	Social media strategy	Fundraising	Social media strategy	Fundraising	Social media strategy	Social media strategy
9	Fundraising	Fundraising	Outsourcing	Fundraising	Social media strategy	Fundraising	Fundraising
10	Outsourcing	Outsourcing	Social media strategy	Outsourcing	Outsourcing	Outsourcing	Outsourcing

Table 14 (Continued) | Top Issues Facing Student Affairs, by Issue Area and NASPA Region

Campus Culture Issues

Rank	Issue						
	Region I	Region II	Region III	Region IV-East	Region IV-West	Region V	Region VI
1	Changing student demographics	Changing student demographics	Changing student demographics	Diversity, equity, and inclusion	Changing student demographics	Diversity, equity, and inclusion	Diversity, equity, and inclusion
2	Diversity, equity, and inclusion	Diversity, equity, and inclusion	Campus safety	Changing student demographics	Diversity, equity, and inclusion	Changing student demographics	Changing student demographics
3	Campus safety	Campus safety	Diversity, equity, and inclusion	Campus safety	Campus safety	Campus safety	Campus–community relations
4	Campus–community relations	Campus–community relations	Campus–community relations	International students	Campus–community relations	Campus–community relations	Campus safety
5	International students	International students	Athletics/student athlete concerns	Campus–community relations	International students	Athletics/student athlete concerns	International students
6	Athletics/student athlete concerns	Athletics/student athlete concerns	International students	Athletics / student athlete concerns	Athletics / student athlete concerns	International students	Athletics/student athlete concerns

Student Learning and Success

Rank	Issue						
	Region I	Region II	Region III	Region IV-East	Region IV-West	Region V	Region VI
1	Assessment and accountability	Completion/ graduation rate	Completion/ graduation rate	Completion/ graduation rate	Completion/ graduation rate	Completion/ graduation rate	Completion/ graduation rate
2	Persistence	Assessment and accountability	Persistence	Persistence	Persistence	Assessment and accountability	Assessment and accountability
3	Completion/ graduation rate	Persistence	Assessment and accountability	Assessment and accountability	Assessment and accountability	Persistence	Persistence
4	Cocurricular learning outcomes	Cocurricular learning outcomes	Cocurricular learning outcomes	Cocurricular learning outcomes	Cocurricular learning outcomes	Cocurricular learning outcomes	Cocurricular learning outcomes
5	Parental involvement	Civic learning and democratic engagement	Civic learning and democratic engagement	Civic learning and democratic engagement	Civic learning and democratic engagement	Civic learning and democratic engagement	Civic learning and democratic engagement
6	Civic learning and democratic engagement	Parental involvement	Parental involvement	Parental involvement	Parental involvement	Parental involvement	Parental involvement
7	Study abroad	Study abroad	Study abroad	Study abroad	Study abroad	Study abroad	Study abroad

Table 15 | Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)	
Functional Area	**Percentage**
Campus activities	98%
Student conduct/ Case management (behavioral)	97%
Counseling services	89%
Orientation	88%
Student affairs assessment	80%
Career services	73%
Student conduct/ Academic integrity	72%
Wellness programs	70%
Disability support services	70%
On-campus housing	69%
Recreational sports	66%
Multicultural services	66%

Medium Concentration (Between 40% and 65% of Institutions)	
Functional Area	**Percentage**
Community service/ Service-learning	62%
Clinical health programs	59%
Commuter student services	54%
College unions	54%
LGBTQ student services	52%
Veterans' services	52%
Student affairs research and evaluation	49%
International student services	48%
Nontraditional-student services	48%
Spirituality, spiritual life, campus ministry	46%
Student media	44%
Greek affairs	43%
Civic learning and democratic engagement	41%
Enrollment management	41%
Admissions	40%

Low Concentration (Less Than 40% of Institutions)	
Functional Area	**Percentage**
On-campus dining	39%
Financial aid	38%
Academic advising	37%
Campus safety	36%
Registrar	35%
Intercollegiate athletics	35%
Learning assistance/ Academic support services	34%
TRIO/Educational opportunity	30%
Student affairs fundraising and development	24%
Women's center	18%
Graduate and professional student services	17%
Alumni programs	4%

Table 16 | REGION I—Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)		Medium Concentration (Between 40% and 65% of Institutions)		Low Concentration (Less Than 40% of Institutions)	
Functional Area	**Percentage**	**Functional Area**	**Percentage**	**Functional Area**	**Percentage**
Campus activities	98%	Commuter student services	65%	On-campus dining	39%
Student conduct/ Case management (behavioral)	96%	Multicultural services	65%	Veterans' services	39%
Counseling services	89%	Disability support services	61%	Campus safety	37%
Orientation	89%	Student media	56%	Greek affairs	33%
Wellness programs	88%	College unions	54%	Graduate and professional student services	28%
On-campus housing	81%	Community service/ Service-learning	53%	Learning assistance/ Academic support services	26%
Student affairs assessment	74%	International student services	51%	Women's center	25%
LGBTQ student services	72%	Career services	47%	Academic advising	19%
Clinical health programs	70%	Intercollegiate athletics	44%	Enrollment management	18%
Spirituality, spiritual life, campus ministry	70%	Nontraditional-student services	42%	Admissions	16%
Student conduct/ Academic integrity	70%	Civic learning and democratic engagement	40%	TRIO/Educational opportunity	16%
Recreational sports	68%			Financial aid	14%
				Student affairs fundraising and development	14%
				Registrar	9%
				Alumni programs	2%

Table 17 | REGION II—Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)	
Functional Area	Percentage
Campus activities	99%
Student conduct/Case management (behavioral)	98%
Counseling services	92%
Orientation	88%
Student affairs assessment	86%
Wellness programs	84%
Community service/ Service-learning	78%
Career services	74%
Multicultural services	74%
Recreational sports	73%
On-campus housing	71%
Clinical health programs	67%
Commuter student services	66%
Student conduct/ Academic integrity	66%

Medium Concentration (Between 40% and 65% of Institutions)	
Functional Area	Percentage
Disability support services	62%
LBGTQ student services	60%
Student media	60%
College unions	58%
Spirituality, spiritual life, campus ministry	55%
Intercollegiate athletics	54%
Civic learning and democratic engagement	49%
Student affairs research and evaluation	49%
Nontraditional-student services	47%
Greek affairs	45%
International student services	45%
Veterans' services	42%

Low Concentration (Less Than 40% of Institutions)	
Functional Area	Percentage
Academic advising	36%
On-campus dining	33%
Campus safety	30%
Enrollment management	30%
Learning assistance/ Academic support services	29%
Admissions	27%
Financial aid	25%
TRIO/Educational opportunity	24%
Student affairs fundraising and development	23%
Graduate and professional student services	20%
Registrar	20%
Women's center	20%
Alumni programs	3%

Table 18 | REGION III—Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)	
Functional Area	**Percentage**
Campus activities	98%
Student conduct/ Case management (behavioral)	98%
Counseling services	90%
Orientation	83%
Student affairs assessment	79%
Student conduct/ Academic integrity	77%
On-campus housing	76%
Recreational sports	75%
Career services	73%
Disability support services	72%
Wellness programs	68%

Medium Concentration (Between 40% and 65% of Institutions)	
Functional Area	**Percentage**
Community service/ Service-learning	64%
College unions	61%
Clinical health programs	58%
Multicultural services	58%
Greek affairs	56%
Commuter student services	51%
Spirituality, spiritual life, campus ministry	48%
Veterans' services	48%
Student affairs research and evaluation	47%
Student media	47%
Civic learning and democratic engagement	42%
LGBTQ student services	42%
Nontraditional-student services	42%
Campus safety	41%

Low Concentration (Less Than 40% of Institutions)	
Functional Area	**Percentage**
Admissions	39%
Enrollment management	39%
International student services	39%
Financial aid	36%
On-campus dining	35%
Registrar	35%
Academic advising	31%
Learning assistance/ Academic support services	27%
TRIO/Educational opportunity	27%
Student affairs fundraising and development	25%
Intercollegiate athletics	21%
Graduate and professional student services	14%
Women's center	12%
Alumni programs	3%

Table 19 | REGION IV-EAST—Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)	
Functional Area	**Percentage**
Campus activities	99%
Student conduct/ Case management (behavioral)	96%
Counseling services	89%
Orientation	87%
Student affairs assessment	76%
Student conduct/ Academic Integrity	72%
Career services	68%
On-campus housing	67%
Multicultural services	67%

Medium Concentration (Between 40% and 65% of Institutions)	
Functional Area	**Percentage**
Wellness programs	64%
Disability support services	62%
Recreational sports	59%
Clinical health programs	56%
Commuter student services	54%
International student services	52%
College unions	51%
LGBTQ student services	51%
Veterans' services	49%
Nontraditional-student services	48%
On-campus dining	46%
Student affairs research and evaluation	46%
Spirituality, spiritual life, campus ministry	42%
Intercollegiate athletics	40%

Low Concentration (Less Than 40% of Institutions)	
Functional Area	**Percentage**
Academic advising	39%
Admissions	39%
Civic learning and democratic engagement	39%
Enrollment management	39%
Financial aid	39%
Greek affairs	39%
Learning assistance/ Academic support services	38%
Campus safety	37%
Registrar	37%
Student media	37%
Community service/ Service-learning	31%
TRIO/Educational opportunity	30%
Student affairs fundraising and development	21%
Women's center	18%
Graduate and professional student services	15%
Alumni programs	4%

Table 20 | REGION IV-WEST—Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)	
Functional Area	Percentage
Campus activities	99%
Student conduct/ Case management (behavioral)	97%
Orientation	88%
Counseling services	87%
Student affairs assessment	81%
Career services	80%
Disability support services	77%
On-campus housing	72%
Multicultural services	66%

Medium Concentration (Between 40% and 65% of Institutions)	
Functional Area	Percentage
Recreational sports	64%
Student conduct/ Academic integrity	63%
Veterans' services	61%
Nontraditional-student services	57%
International student services	56%
Wellness programs	56%
Clinical health programs	54%
Community service/ Service-learning	54%
Commuter student services	53%
Enrollment management	52%
On-campus dining	50%
Admissions	49%
LGBTQ student services	48%
Student affairs research and evaluation	48%
Campus safety	46%
College unions	46%
Financial aid	44%
Learning assistance/ Academic support services	43%
Spirituality, spiritual life, campus ministry	43%
Academic advising	42%
Greek affairs	42%
Registrar	41%

Low Concentration (Less Than 40% of Institutions)	
Functional Area	Percentage
TRIO/Educational opportunity	37%
Student affairs fundraising and development	27%
Civic learning and democratic engagement	26%
Student media	23%
Intercollegiate athletics	22%
Women's center	16%
Graduate and professional student services	13%
Alumni programs	4%

Table 21 | REGION V—Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)	
Functional Area	**Percentage**
Campus activities	98%
Student conduct/ Case management (behavioral)	98%
Orientation	96%
Counseling services	88%
Career services	86%
Disability support services	86%
Student conduct/ Academic integrity	86%
Veterans' services	80%
Student affairs assessment	78%
Multicultural services	74%

Medium Concentration (Between 40% and 65% of Institutions)	
Functional Area	**Percentage**
LGBTQ student services	64%
Admissions	62%
Financial aid	62%
On-campus housing	62%
Wellness programs	62%
College unions	60%
Enrollment management	60%
Recreational sports	60%
Academic advising	58%
Nontraditional-student services	56%
Registrar	56%
Student affairs research and evaluation	54%
Community service/ Service-learning	52%
Clinical health programs	50%
Learning assistance/ Academic support services	46%
On-campus dining	46%
Civic learning and democratic engagement	44%
International student services	44%
Student media	44%
TRIO/Educational opportunity	44%
Commuter student services	40%

Low Concentration (Less Than 40% of Institutions)	
Functional Area	**Percentage**
Intercollegiate athletics	38%
Campus safety	32%
Spirituality, spiritual life, campus ministry	32%
Greek affairs	30%
Women's center	26%
Student affairs fundraising and development	22%
Graduate and professional student services	16%
Alumni programs	4%

Table 22 | REGION VI—Distribution of Student Affairs Functional Areas Across Three Tiers, Based on Percentage of Institutions Indicating Functional Area Is at Institution and Housed in the Student Affairs Division

High Concentration (At Least 66% of Institutions)	
Functional Area	**Percentage**
Campus activities	96%
Student conduct/ Case management (behavioral)	95%
Orientation	93%
Career services	86%
Disability support services	82%
Counseling services	81%
Student affairs assessment	81%
Student conduct/ Academic integrity	79%
Wellness program	75%
Multicultural services	67%
Veterans' services	67%

Medium Concentration (Between 40% and 65% of Institutions)	
Functional Area	**Percentage**
Clinical health programs	65%
Community service/ Service-learning	61%
Registrar	61%
Admissions	60%
Enrollment management	60%
Financial aid	60%
International student services	60%
Student affairs research and evaluation	60%
Civic learning and democratic engagement	54%
LGBTQ student services	51%
Recreational sports	51%
Academic advising	46%
Nontraditional-student services	46%
On-campus housing	46%
College unions	44%
Commuter student services	42%
TRIO/Educational opportunity	42%

Low Concentration (Less Than 40% of Institutions)	
Functional Area	**Percentage**
Student media	39%
Learning assistance/ Academic support services	33%
Student affairs fundraising and development	33%
Greek affairs	30%
Intercollegiate athletics	28%
On-campus dining	26%
Campus safety	25%
Graduate and professional student services	21%
Spirituality, spiritual life, campus ministry	21%
Women's center	19%
Alumni programs	5%

Table 23 | Five Most Frequently Added
Functional Areas in the Past 3 Years

Rank	Functional Area
1	Veterans' services
2	Student affairs assessment
3	Campus safety
4	Career services
5	Wellness programs

Table 24 | Five Most Frequently Removed
Functional Areas in the Past 3 Years

Rank	Functional Area
1	Career services
2	Financial aid
3	Intercollegiate athletics
4	International student services
5	Admissions

Changes in Divisional Structure

Student affairs divisions are not stagnant, as indicated by CSAOs who reported frequent additions and subtractions to divisional structures. Tables 23 and 24 present the five functional areas most commonly added or removed from student affairs divisions over the prior 3 years.

Notably, "career services" appears on both lists. Although speculative, one interpretation of this data point is that the increased focus on career placement and postgraduate earnings has led institutions to reshuffle career service supports in order to reach more students in more effective ways. Additional research would be useful to tease out the specific reasons that career services appears to be less fixed in organizational hierarchies than are other student support services.

In addition to overall trends, we were interested in any geographic variation that might appear in student affairs divisional structures. Tables 25 and 26 illustrate additions and subtractions from student affairs divisions, over the 3 most recent years, by NASPA region. Notably, there exists remarkable consistency within the areas most commonly added and removed, even

across geography, with minor variation in ordering. As with overall trends, veteran support services and career services appear frequently on regional listings.

Functional Area Profiles

Information on the organization of student affairs divisions paints a holistic picture of ways in which institutions of higher education seek to support their respective student bodies. Beyond just the presence of a specific functional area, there is a lack of data that provide detailed information about the administration of functional areas. In one attempt to address this void, this project gathered detailed information on the reporting structure, responsible staff member job title, and responsible staff member salary information.

As part of this project, detailed Functional Area Profiles were created for 39 areas within student affairs. All 39 profiles are available electronically via NASPA's Research and Policy Institute website. Each profile presents unique information, including common job titles of individuals responsible for the day-to-day operations of the functional area, average salary of these individuals, reporting lines

Table 25 | Five Most Frequently Added Functional Areas in the Past 3 Years, by NASPA Region

Region I	
Rank	**Functional Area**
1	Disability support services
2	Veterans' services
3	Intercollegiate athletics
4	Student affairs assessment
5	Career services

Region IV-West	
Rank	**Functional Area**
1	Veterans' services
2	Campus safety
3	Student affairs assessment
4	Career services
5	Financial aid

Region II	
Rank	**Functional Area**
1	Veterans' services
2	Career services
3	Student affairs assessment
4	Campus safety
5	Wellness programs

Region V	
Rank	**Functional Area**
1	Veterans' services
2	Career services
3	Student affairs assessment
4	Enrollment management
5	LGBTQ student services

Region III	
Rank	**Functional Area**
1	Veterans' services
2	Wellness programs
3	Campus safety
4	Career services
5	Student affairs assessment

Region VI	
Rank	**Functional Area**
1	Veterans' services
2	Wellness programs
3	Learning assistance/Academic support services
4	TRIO/Educational opportunity
5	Community service/Service-learning

Region IV-East	
Rank	**Functional Area**
1	Veterans' services
2	Student affairs assessment
3	International student services
4	Campus safety
5	Enrollment services

Table 26 | Three Most Frequently Removed Functional Areas in the Past 3 Years, by NASPA Region

Region I	
Rank	**Functional Area**
1	Campus safety
2	Career services
3	Multicultural services

Region II	
Rank	**Functional Area**
1	Career services
2	Admissions
3	Learning assistance/Academic support services
3	Financial aid
3	Registrar

Region III	
Rank	**Functional Area**
1	Financial aid
2	Career services
3	Enrollment management

Region IV-East	
Rank	**Functional Area**
1	Career services
2	Disability support services
3	International student services
3	Admissions
3	Academic advising

Region IV-West	
Rank	**Functional Area**
1	Intercollegiate athletics
2	International student services
3	Enrollment management

Note. Region V and Region VI are not included due to small number of functions removed.

for the key staff, and other relevant and interesting data points. While necessarily general, these profiles advance the collective knowledge base about who is responsible for which functional areas within the field, to whom this person commonly reports, and what this individual is typically paid. Drawing broad conclusions from the information presented in the profiles should be done with caution, as unique institutional histories, campus cultures, and geographic locations may affect the ways in which reported data are contextualized. Nonetheless, these profiles represent a trove of foundational information from which local discussions and reflections may be launched.

Student Affairs Budgets

Overall, CSAOs reported that student affairs expenditures remained relatively stable from fiscal year 2012 to fiscal year 2013, with nearly equal numbers indicating an increase (14%) or decrease (15%) of between 5% and 15%. The vast majority of CSAOs

**Table 27 |** Reported Change in Student Affairs Division Expenditures, Fiscal Year 2012 to Fiscal Year 2013

Budget Fluctuation	Percentage
Increased more than 15%	2%
Increased 5–15%	14%
Increased 0–5%	28%
No change	24%
Decreased 0–5%	15%
Decreased 5–15%	15%
Decreased more than 15%	2%

reported that expenditures did not fluctuate more than +/- 5%, with a quarter seeing no change and nearly twice as many seeing small increases (28%) as small decreases (15%) (Table 27). The average and median reported student affairs division expenditures varied widely by sector (Figure 15), with public 4-year

Table 28 | Reported Change in Student Affairs Division Expenditures Fiscal Year 2012 to Fiscal Year 2013, by NASPA Region

Budget Fluctuation	Percentage						
	Region I	Region II	Region III	Region IV-East	Region IV-West	Region V	Region VI
Increased more than 15%	0%	2%	2%	3%	1%	0%	0%
Increased 5–15%	19%	14%	13%	11%	12%	19%	17%
Increased 0–5%	25%	22%	27%	32%	29%	40%	33%
No change	21%	29%	26%	24%	24%	16%	20%
Decreased 0–5%	12%	14%	14%	15%	22%	9%	9%
Decreased 5–15%	17%	17%	17%	13%	9%	16%	17%
Decreased more than 15%	6%	2%	2%	1%	2%	0%	4%

Figure 15 | Average and Median Student Affairs Division Expenditures Fiscal Year 2012–2013 in Millions of Dollars, by Sector
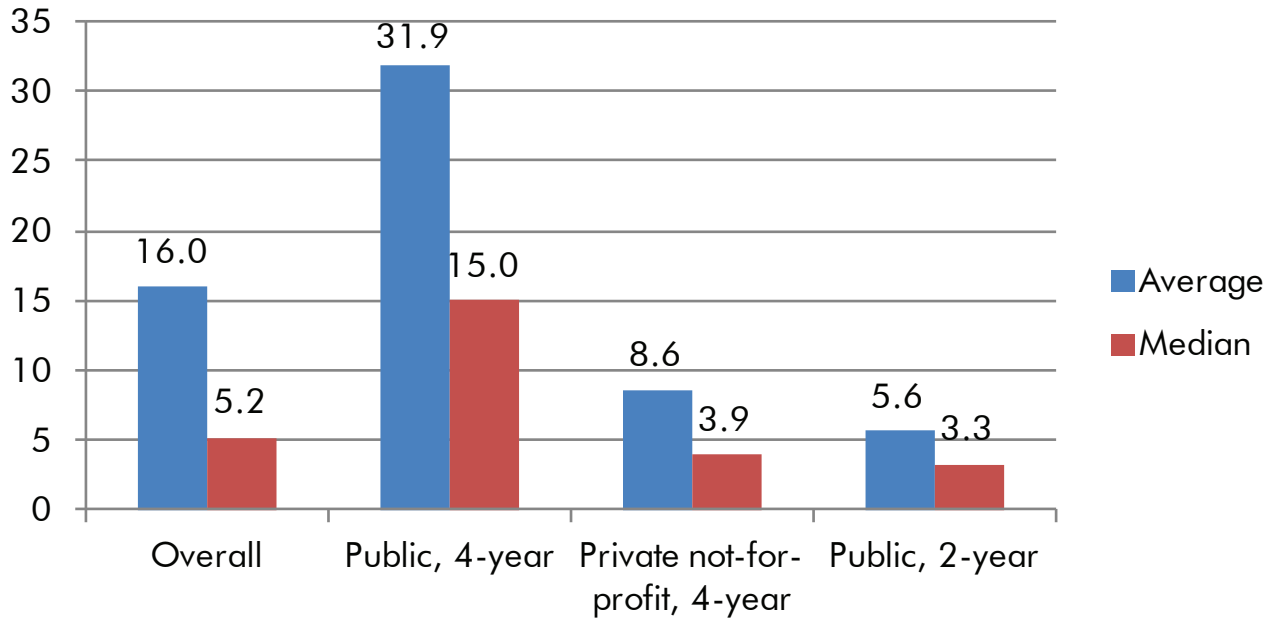
Note. Data for private for-profit 4-year institutions ($n = 13$), private not-for-profit 2-year institutions ($n = 4$), and private for-profit 2-year institutions ($n = 1$) are not included due to small sample size.

Figure 16 | Average and Median Student Affairs Division Expenditures Fiscal Year 2012 to Fiscal Year 2013 in Millions of Dollars, by NASPA Region
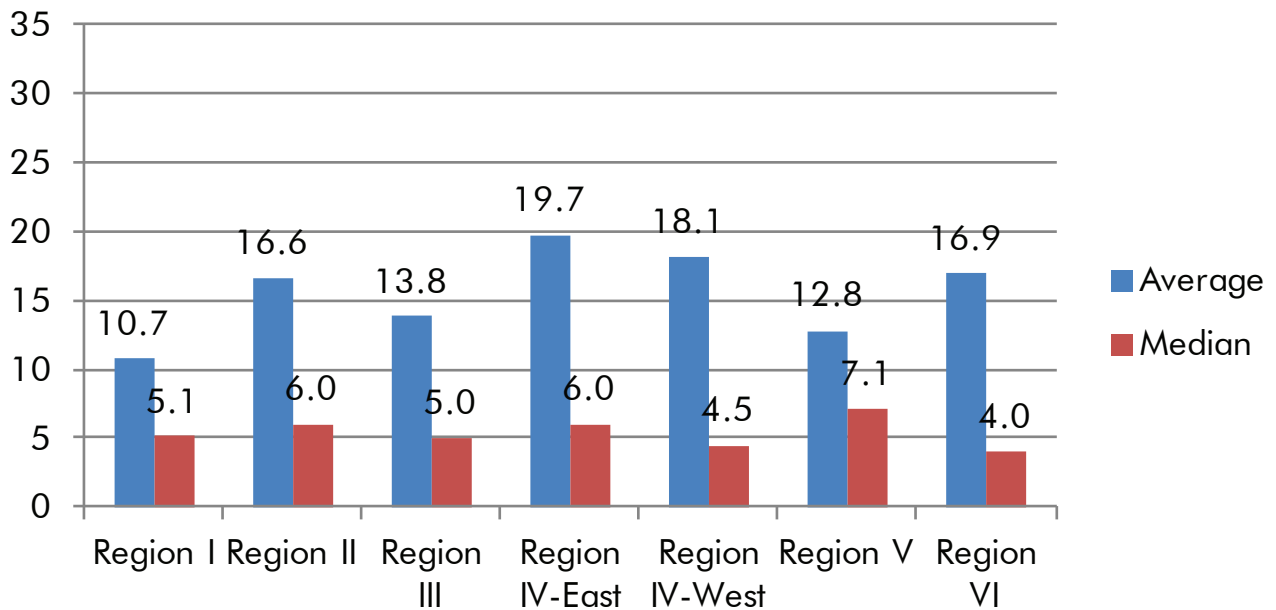
institutions reporting higher expenditures than public 2-year or private not-for-profit 4-year institutions.

Seeking to capture any geographic-based variation in expenditure patterns, data were analyzed by NASPA region (Table 28 and Figure 16). Results support the notion that variation in the makeup of the mix of public and private institutions and the fiscal conditions of state governments are likely drivers of reported differences. Further investigation into the causes of variation in reported fiscal information would be useful for developing a more empirically based rationale for observed differences in student affairs expenditures. Future research projects include exploration of the relationship between expenditures, organization of the student affairs division, and state fiscal health.

Student Affairs Salary Information

Chief Student Affairs Officers Salary Data

For CSAOs, the reported annual median salary for fiscal year 2013 was $120,000. As would be expected, there were noticeable differences in CSAO pay by Carnegie Classification. At doctoral-granting and research universities (public and private not-for-profit institutions combined), CSAOs earned, on average, $199,000. In contrast, CSAOs working at master's-level institutions earned, on average, $130,000; those working at baccalaureate-level institutions earned, on average, $112,500. CSAOs working at associate-level colleges earned a reported average salary of $101,000 (see Table 29).

Wide variations in salaries were observed in the data, across both institutional and demographic characteristics. A more detailed discussion of CSAO

Table 29 | CSAO Median Salary, by Carnegie Classification

Institution Type	CSAO Median Salary
Associate-level colleges	$101,000
Baccalaureate-level colleges	$112,500
Master's-granting colleges	$130,000
Doctoral-granting and research universities	$199,000

**Table 30 |** AVP Median Salary, by Carnegie Classification

Institution Type	AVP Median Salary
Associate colleges	$81,600
Baccalaureate colleges	$70,000
Master's-granting colleges	$90,000
Doctoral-granting and research universities	$125,000

salary data, including the ability to generate customized searches, is available online through the NASPA Research and Policy Institute website.

Associate/Assistant Vice President of Student Affairs Salary Data

Associate/assistant vice presidents of student affairs (AVPs) are an emerging professional role within the field. CSAOs reported a varying number of AVPs working at their institutions, ranging from none to 7 AVPs (Figure 17). AVPs hold very diverse professional

Figure 17 | Percentage Distribution of Institutions, by Reported Number of AVPs at Institution
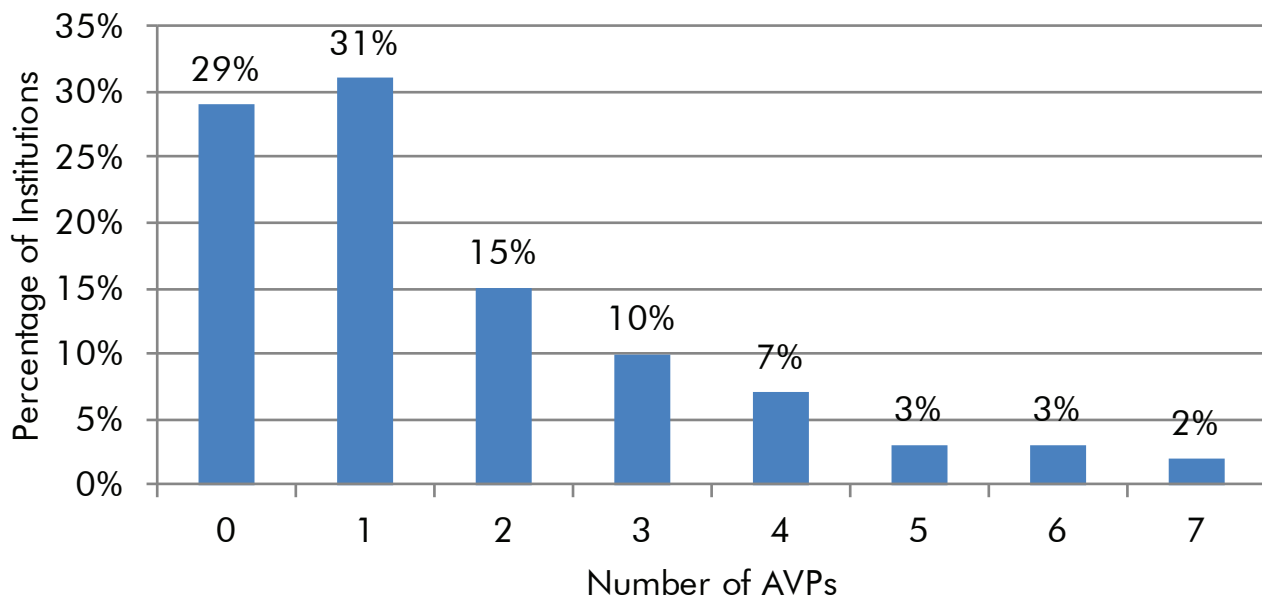
portfolios, a fact identified within and between postsecondary sectors. Functional area oversight and number of direct reports were major contributors to observed salary variations across the survey responses.

Overall, the median reported AVP salary was $90,000. Table 30 provides a top-line overview of AVP median salary by Carnegie Classification. As is the case with CSAO salary data, demographic characteristics and institutional structure were significant drivers of AVPs' compensation. A more detailed discussion of AVP salary data, including the ability to generate customized searches, is available online through the NASPA Research and Policy Institute website.

Note on Salary Data and Customizable Data Searches

Through the CSAO survey, a number of data points were gathered at the CSAO, AVP, and functional-area levels. For example, for each functional area reported to be located within the student affairs division, data were gathered on the job title of the individual responsible for day-to-day operations, the salary for this individual, and the level (director, AVP, or CSAO) of the person to whom the area leader reports. As noted previously, this information was used to construct the Functional Area Profiles presented on the NASPA Research and Policy Institute website. In addition to these area profiles, forthcoming reports and interactive tools available on the website allow for more extensive access to salary information and other data points presented in this report. We encourage interested parties to visit the website for deeper dives into the information that underlies this report.

ABOUT NASPA

NASPA–Student Affairs Administrators in Higher Education is the leading association for the advancement, health, and sustainability of the student affairs profession. We serve a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities. Founded in 1919, NASPA comprises more than 13,000 members in all 50 states, 25 countries, and 8 U.S. Territories.

Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry. NASPA members serve a variety of functions and roles, including the vice president and dean for student life, as well as professionals working within housing and residence life, student unions, student activities, counseling, career development, orientation, enrollment management, racial and ethnic minority support services, and retention and assessment.