PREPARING STUDENT AFFAIRS LEADERS FOR CANADIAN COLLEGES AND UNIVERSITIES: DO THE CAS STANDARDS FOR GRADUATE PREPARATION PROGRAMS APPLY?

by

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ABSTRACT

In Canada, there are currently no graduate level programs which have as a main focus the study of Student Affairs Administration. Student Affairs leaders at Canadian colleges and universities come from a wide variety of academic and career backgrounds.

The purpose of this quantitative study was three fold; to gather detailed demographic information describing the current cohort of Canadian student affairs leaders, to determine, to what extent, these leaders were aware of the Council for Advancement of Standards in Higher Education (CAS), and to determine whether or not they believed that the CAS standards for Graduate Preparation Programs in Student Affairs were relevant in the Canadian context.

Student affairs practitioners who held leadership positions in publically funded, English speaking, Canadian colleges and universities with enrollments in excess of 2500 students were contacted via email and invited to complete an on-line survey which was designed specifically for this purpose by the researcher. A 47% response rate was achieved.

The study found that sixty-one percent of the respondents were aware of the CAS as an organization. Of the twenty-two standards for graduate preparation programs in student affairs the respondents listed the three most significant as ethical standards of the faculty, compliance of program standards with institutional requirements for graduate study, and demonstrated assessment of student learning. Respondents also described the most important courses for a Masters degree program in student affairs administration as Organization and Administration of Student Affairs, Student Characteristics and Effects of College on Student Development, and Student Development Theory. A supervised practicum was rated as the least important program component, although fifty-two percent of respondents did indicate that it was necessary.

The study concludes that a significant effort must be made to further educate student affairs practitioners with respect to the existence of CAS as an organization, its mandate, and the resources it provides. The findings suggest that a special effort should be made to educate those working in the community college sector regarding the value of CAS standards and guidelines.

DEDICATION

If it takes a village to raise a child, it certainly takes a family to complete a dissertation. Without my family — Gregg, Julia, and Marshall — the idea that was this research would never have come to fruition. They gave me the most precious gift a scholar-practitioner can receive, uninterrupted time and unconditional faith in my ability to complete the project I started.

Throughout my doctoral program, they never once faltered in their support of my efforts. For them, it was always a matter of "when will you finish?" but never "will you ever finish?" They had more faith in me than I did in myself.

To my parents, Gillian and Gordon Wood, thank you for showing me that hard work and commitment are the ingredients for success in work and in life. You all know how much I love you.

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1. INTRODUCTION

Introduction and Statement of the Problem

"If you have knowledge, let others light their candles with it" (Margaret Fuller, 1845).

Thousands of individuals across Canada are committed to the delivery of services and programs that support the personal development and learning efforts of college and university students. These people, whose positions are described under a number of different titles including Academic Advisor, Counsellor, Activities Coordinator, Athletics Director, Career Counsellor, Orientation Coordinator, Liaison Officer, Residence Director, and Student Government Advisor represent only a smattering of the various roles that combine to create a thriving student affairs division. They come to this work with a wide variety of educational backgrounds and work experiences. This diversity is frequently a benefit to our organizations because individuals bring various forms of preparation and skill sets to their work. However, it can also result in significant gaps in the knowledge base and work-related experiences of student affairs professionals.

Professional development opportunities (conferences, scholarly literature, in-service training workshops, membership in the Canadian Association of College and University Student Services [CACUSS], and the CACUSS Institute on Student Affairs) help to provide both practical and theoretical enrichment for

student affairs practitioners. Most of these professional development opportunities are delivered by seasoned student affairs practitioners and various professional associations like CACUSS, Student Affairs Administrators in Higher Education (NASPA), and College Student Educators International (ACPA). Unfortunately, this is the extent of the learning opportunities designed specifically for student affairs professionals in Canada.

There is currently no graduate level program available in Canada that has, as a primary focus, the delivery and administration of student affairs in our institutions of higher learning. Memorial University in Newfoundland offers a M.Ed. program in Post-secondary Studies which provides the opportunity to study the field of Higher Education. There are two optional courses available in that program that relate specifically to student affairs practice and theory. The Memorial University program is a good option for working practitioners because it is offered through distance education. However, the program focus is more oriented toward the general study of higher education rather than to student affairs practice, administration and theory. Since the fall semester of 1999, 118 students have completed Memorial University's course in the Administration of Student Services in Post-secondary Education, ED 6940. Since the spring of 2001, 104 students have completed ED 6841, Student Development Theory, Services and Programs in Post-secondary Education, (R. Shea, personal communication, September 18, 2008).

A thorough review of the scholarly literature reveals that research conducted within the student affairs sector in Canada is extremely limited. Studies which focus on issues related to community colleges are even scarcer (Rhyason, 2002). The study presented here contributes to a small but growing body of knowledge pertaining to the field of student affairs practice in Canada. Canadian student affairs practitioners are not alone with respect to the lack of available professional development opportunities, especially at the graduate degree or diploma levels. A recent study conducted in the United States and the United Kingdom compared the professional development opportunities available to student affairs practitioners in those jurisdictions (Rybalkina, 2004). The situation in the UK is very similar to that in Canada with virtually no opportunities to study the student affairs field at the graduate level. One of the recommendations of Rybalkina's comparative study was to establish a program that could be easily accessed from a wide range of geographic locations by aspiring student affairs professionals.

Compared to the Canadian and UK experiences, there is a plethora of opportunities to study student affairs administration at American universities. In its graduate preparation directory, the National Association of Student Affairs Administrators (NASPA, 2006) lists 196 graduate programs in student affairs administration currently available in the United States. Perhaps as a result,

American scholars, American graduate students, and American practitioners conduct virtually all of the current research on student affairs practice and issues.

The research conducted for this thesis represents a comprehensive, scholarly examination of student affairs leaders in Canada in order to provide detailed demographic information including level and type of academic preparation and work experience, gender, age, and affiliation to professional organizations. It is important to have a comprehensive understanding of the demographic composition and educational backgrounds of the current cadre of student affairs leaders as we look to the professional preparation and development of future student affairs practitioners, especially those who aspire to leadership positions within the academy.

For the purposes of this thesis, the term student affairs leader refers to those who hold positions in community colleges, technical institutes and universities who have titles such as:

- Vice President of Student Affairs, Services, Success, and Development

- Dean of Student Affairs, Services, Success, and Development

- Director of Student Affairs, Services, Success, and Development

In addition to gathering this basic information, it is important to solicit the practitioners' opinions regarding the forms of professional development that would be most beneficial for themselves and for their junior colleagues.

Moreover, any impediments to accessing professional development opportunities should be noted.

The first professional association in Canada devoted to student affairs practitioners, the University Association of Student Affairs (UASA), was formed in 1946. At the end of World War II, a huge influx of veterans returned as students in the post-secondary sector (Harris, 1979). The student affairs practitioners of that era immediately saw the benefits associated with forming an organization that would allow for the exchange of ideas and information with colleagues from other universities. Today, the vast majority of student affairs professionals in Canada hold either an individual or an institutional membership in the Canadian Association of College and University Student Services (CACUSS). Created as an umbrella organization in 1973, this professional association serves and represents people working in a broad range of student affairs and service areas in the post-secondary sector (CACUSS, 2006). There are currently over 1,000 student affairs practitioners registered as members of CACUSS. In addition, the Association has established special committees to determine the professional development needs of its members.

In 2002, a CACUSS survey sought input from the entire membership of the association regarding their participation in various CACUSS-sponsored activities, to which other professional organizations they belonged, prior work experiences in student affairs, and their educational backgrounds. The survey

revealed that 52% of the respondents held a Master's degree and 14.8% held

Doctoral degrees. Of those who held graduate degrees, 13% indicated that their

degrees were earned in Higher Education, Student Affairs, or College Student

Development. Graduate education degrees (other than Higher Education,

Student Affairs, or College Student Development) were listed for 20% of the

respondents. The largest group, represented by 37% of the respondents, held

graduate degrees in Psychology or Counselling. More detailed information

regarding field of study, broken down at both the master's and doctoral levels, is

needed, as well as information pertaining to program formats and locations of

the granting institutions (Canadian Association of College and University

Student Services, 2002).

Several recommendations were made as a result of the information

gathered in the survey including the need to develop new resources such as

guidelines for practice in various program areas and the need for more

Canadian-based research initiatives, online resources, and rolling workshops.

When asked to comment on the current challenges facing student affairs

practitioners, the respondents reported the following: increased demands and

complexity of work, workload issues, personal/staff burnout, staff shortages,

early retirements, recruitment and retention of good staff, lack of professional

development opportunities, lack of understanding of student affairs in the

institutions' administration and faculty, keeping current with scholarly literature, conducting research, and lack of good mentors (Lane, 2002).

While the 2002 CACUSS survey collected a variety of interesting and important information, the research described in this dissertation focuses directly on the student affairs leaders in colleges, universities, and technical institutes and was designed to further enhance our understanding of the student affairs environment in Canada. It sought to collect information more detailed than that gathered in the 2002 CACUSS survey regarding the academic preparation and prior work experiences of persons holding these positions throughout the post-secondary sector across Canada.

The Council for the Advancement of Standards in Higher Education (CAS) is an international organization based in Washington, D.C. Since its inception in 1979, CAS has established itself as the most respected source of information regarding the standards for a wide variety of student affairs functions. The CAS *Book of Professional Standards for Higher Education* (frequently referred to as the CAS blue book) provides standards and guidelines for 30 functional areas within the student affairs portfolio. Membership in CAS exceeds 100,000 (Dean, 2006).

The CAS standards and guidelines are of particular interest to this study because of their potential application to the organization and context of prospective graduate programs in student affairs administration in Canada. CAS

has published standards that describe the optimal configuration of graduate programs at the master's level for student affairs professionals. This study explores to what extent the student affairs leaders believe that the CAS standards apply to the Canadian context. The collective responses of these Canadian student affairs practitioners might provide the impetus for the creation of a master's degree in student affairs administration offered by a Canadian university or consortium of higher education providers.

The content of this dissertation will be of interest to a broad and diverse audience, including senior administrators from the college and university sectors, student affairs practitioners (leaders, new professionals, and support staff), graduate educators, executives and senior staff of professional associations, human resources managers, and higher education scholars. Given the inclusion of references to the CAS standards, this study may attract the interest of universities in the United States which see Canada as a potential market for graduate programs in student affairs administration. An American study which focuses on the use of CAS standards and related resources is currently being undertaken by a group of graduate students and scholars at the University of Georgia (J. B. Wells, personal communication, August 26, 2008). Given current demographic trends in Canada and the greying of the workforce in the higher education sector (Colleges Ontario, 2008), there is an urgent need to develop and support a new generation of student affairs professionals so that

they will be able to assume leadership roles within Canadian colleges and universities in the near future.

Purpose of the Study

The purpose of this study was to explore participants' views with regard to the creation of a master's level program in student affairs administration for Canadian practitioners. In addition, respondents were asked to indicate whether or not they were aware of CAS as an organization and whether or not they had used the CAS standards and guidelines in their professional life. This was accomplished by collecting and analyzing a variety of quantitative data. A survey was used to measure the relationship between a variety of independent variables such as demographic data and the dependent variables and attitudes regarding standards of a CAS-defined graduate program in student affairs administration.

Research Questions

The research conducted for this thesis addressed the following research questions.

1) What demographic features define the current cohort of student affairs leaders in Canadian colleges and universities?

2) Are Canadian student affairs leaders aware of the organization called the Council for the Advancement of Standards in Higher Education (CAS)?

3) To what extent have Canadian student affairs leaders used the CAS standards to inform the development, implementation, and assessment of student affairs programs and services?

4) To what extent do Canadian student affairs leaders agree that the standards for professional graduate preparation programs in student affairs administration, as defined by CAS, apply in a Canadian context?

Justification for the Proposed Study

"If you don't know where you are going, any path will take you there" (Sioux proverb).

Early on in my academic journey as a doctoral student, at both the University of Alberta and Simon Fraser University, it became abundantly clear to me that my education in terms of student affairs-related theory and practice was completely inadequate. Throughout my working life in student affairs/student services, I had taken advantage of a wide variety of staff development opportunities including workshops on topics such as diversity, freedom of information legislation, leadership skills, Total Quality Management, managing in the Learning College, first aid, and numerous technology-based short courses. I had attended conferences sponsored by professional associations like the Canadian Association of College and University Student Services (CACUSS) and the National Association of Student Affairs Administrators (NASPA).

Although I had completed undergraduate degrees in psychology and social work, and held a Master of Arts degree in higher education, there were still huge gaps in my knowledge base regarding the practice and administration of student affairs and student development-related theory. I was successful in my career and advanced through the ranks of support staff to senior administration quite rapidly. At the age of 40, I was the Dean of Student and Enrolment Services and a member of the executive team at a community college in Alberta. In reality though, there were times when all that I could rely on was my good judgment and broad experience. In other words, I was flying by the seat of my pants.

> There is something I don't know, that I am supposed to know. I don't know what it is I don't know, and yet am supposed to know, and I feel I look stupid if I seem both not to know it and not to know what it is I don't know. Therefore, I pretend to know it. This is nerve wracking since I don't know what I must pretend to know. Therefore, I pretend I know everything. (Conner, 2004, p. 120)

Over the past 8 years I have worked independently to fill in the gaps that I felt hindered my effectiveness as student affairs administrator. This process was significantly accelerated as I began to prepare to write my doctoral dissertation. The first step in this process of knowledge acquisition was to identify graduate programs in student affairs practice and administration that had good reputations for quality and academic rigor. From the universities I identified, I

found course syllabi and reading lists. From this information, I was able to

determine the areas where I needed a deeper understanding of the subject matter

and more background knowledge. Then I started to read. In effect, I created my

own doctoral seminar in student affairs theory and practice. I haven't stopped

reading and cannot imagine a time when I will feel comfortable doing so.

It could be helpful to use an analogy to explain my personal and

professional motivations to pursue the topic selected for this study. I am

convinced that my experiences as a Canadian student affairs practitioner are not

unique and that many of my colleagues have found themselves questioning their

own abilities and knowledge as they consider their effectiveness as professional

student affairs practitioners.

When I recall my prior work experiences in student affairs, I liken

myself to the pitiful creature chained to the wall in Plato's classic allegory of the

cave. From the Griffith translation, edited by Ferrari (2004), we read Socrates'

thought-provoking discussion with his student Glaucon. Socrates asks Glaucon

to consider the vivid picture he paints:

> Picture human beings living in some sort of underground cave dwelling,
> with an entrance which is long, as wide as the cave, and open to the light.
> Here they live, from earliest childhood, with their legs and necks in
> chains, so that they have to stay where they are, looking only ahead of
> them, prevented by the chains from turning their heads. (p. 220)

Upon reflection, I see clearly that I could be the person Plato so aptly described. I had always believed that I was open-minded and progressive in my approach to my professional practice, but in reality, I followed the path prepared for me. The status quo was the path of least resistance and well received by those in superior positions. I attended to the administrative tasks associated with my position with only a minimal focus on proactively supporting the holistic development of students.

Once I began truly attending to the professional literature as it related to student affairs practice and administration, I realized how limited I had been in my capacity to act on behalf of the students I professed to serve. How could I have provided supportive and informed leadership to those who reported to me if my understanding of the complex assortment of issues related to student affairs practice and student learning and development was based purely on my own prior work experiences? Gut feelings and good intentions are not adequate resources for the work of a student affairs leader or for those who hold leadership positions in higher education (Duvall, 2003).

After many years of independent learning, I saw the light and left the cave. I knew that it was imperative that I return to *the cave* and share my educational experiences with those whose exposure was limited to shadows and muffled voices. The impetus or motivation for this study comes from my desire

to share my knowledge and enhance the educational options for future student affairs practitioners and leaders.

In the following passage, Socrates impresses upon Glaucon and his cohorts the responsibility of the educated man to share his knowledge with the less enlightened:

> You have been better and more fully educated than the rest, and are better able to play your part in both types of life. So you must go down, each of you in turn, to join the others in their dwelling-place. You must get used to seeing in the dark. When you get used to it, you will see a thousand times better than the people there do. You will be able to identify all the images there, and know what they are images of, since you have seen the truth of what is beautiful and just and good. (Ferrari, 2004, p. 226)

Socrates speaks to me and evokes the personal responsibility I feel to support those student affairs practitioners who aspire to more advanced levels of proficiency in their professional practice. If this minor piece of work helps to further the cause of the creation of a graduate degree in student affairs administration for Canadian practitioners, I will be pleased that I have been able to provide a service to my student affairs colleagues and, by association, the students we serve.

In addition to my own work and educational experiences, the need to study potential educational options for Canadian student affairs practitioners has been articulated as recently as early in 2006. In the winter 2006 edition of *Communiqué,* (the quarterly publication of the Canadian Association of College

and University Student Services – CACUSS) Vicki Milligan Carter and John

Conrad discuss the pressing need to provide high quality, graduate level

educational opportunities for student affairs practitioners in Canada. This desire

originated as a result of discussions regarding the employment qualifications of a

newly-created student services position at Seneca College in North York,

Ontario. They felt that by supporting the development of a program specifically

for student affairs practitioners, they could improve the qualifications of their

staff, provide the opportunity for those who wished to pursue careers in student

affairs to have access to a relevant educational experience, and bring more

professional credibility to the student affairs profession in Canada. Kruger (2003)

notes; "the Council for the Advancement of Standards in Higher Education

(CAS), supported by virtually every student affairs-related higher education

association strongly recommends continuing professional development. It is

clear that the very practice and philosophy of student affairs implies ongoing,

lifelong professional development for all those engaged in student affairs related

endeavours" (p.537).

Organization of the Study

The organization of this study is such that it reflects a format recognized

as acceptable for scholarly academic research in higher education. This chapter

consists of an introduction, statement of research questions, and comments

related to the organization of the study. The second chapter provides a
comprehensive review of relevant literature, theory, and research. The third
chapter describes the methodology employed, including information regarding
the theoretical framework selected, the research questions, the population being
studied, instrumentation, data collection, data analysis, and the human research
ethics approval process. In Chapter Four, the results are presented, followed by
Chapter Five where the findings are discussed. Conclusions and
recommendations are discussed in Chapter Six. A Reference List and
Appendixes complete the study.

Chapter Summary

This introductory chapter contains three sections: the statement of the
problem, the research questions, and information regarding the organization of
the study. A review of current opportunities for professional development and
preparation of student affairs administrators in Canada has been presented.
Information regarding the preparation of practitioners in the United States and
the United Kingdom is discussed. A brief introduction to the history of student
affairs practice in Canada was provided. Four research questions were defined.
The research questions form the foundation of this quantitative study. Canadian
student affairs leaders were asked to comment on their general knowledge
regarding the Council for Advancement of Standards in Higher Education and

their opinions about the applicability of the CAS standards for graduate

preparation programs in student affairs administration. Demographic

information regarding the student affairs leaders will also be collected and

analyzed.

Chapter Two, presents a review of the scholarly literature and research

relevant to this study.

2. RELATED LITERATURE, RESEARCH & THEORY

A comprehensive review of the literature, research, and theory relevant to the focus of any study is essential. In addition to providing the required background information on which to base the study, it ensures that any survey instruments employed have content validity. The articulation of realistic research questions can be directly attributed to research findings and theories discussed in the literature.

This chapter delineates three discrete topics relevant to this study: student affairs in higher education; professional development theory and practice in student affairs; and the purpose of the Council for Advancement of Standards in Higher Education (CAS). These topics will be used to organize this review in the sections that follow.

Student Affairs and Higher Education

Historical Development of Student Affairs Practice

For the purpose of this study, a discussion of the history and evolution of student affairs practice needs to be grounded in a basic understanding of the history and evolution of higher education in Canada and the United States. The changing needs of society influenced the evolution of higher education in both countries.

During the colonial period and up until the late 1800's, faculty members formed close personal relationships with students and were viewed as parental substitutes. This notion is referred to as *in loco parentis*. The early colleges and universities in both Canada and the United States were established to provide a higher education for the sons of the elite and future members of the clergy. Faculty members referred as to Dons were assigned the task of monitoring the daily life of young undergraduates. They made regular visits to their dorms, ate meals with them, taught classes, accompanied them to chapel and generally supervised students so that they avoided the sin of temptation (Mackinnon, F.J.D., 2004).

In the United States, Harvard College was the first to be established in 1636 and was patterned after Emmanuel College, Cambridge. The first French speaking institution of higher learning in North American was the Séminaire de Quebec. It was established by the Roman Catholic Church under the auspices of the King of France, Louis the XIV, in 1663 in New France. This seminary was granted a royal charter in 1852 by Queen Victoria and became the University of Laval (University of Laval, n.d.). In 1785, the College of New Brunswick (later the University of New Brunswick) was established as Canada's first English speaking institution of higher learning. It was established by former Loyalists from New York who were transported after the American Revolution. These men petitioned the British government to consider "the founding of a college

where youth may receive a virtuous education in such things as religion, literature, loyalty and good morals" (University of New Brunswick, n.d.).

The emergence and evolution of student affairs practice can be roughly separated into three distinct periods following the colonial era. These periods are;

- Late 1800's to the mid 1960's (student personnel focus);

- Mid 1960's to the late 1980's (student development focus);

- Post late 1980's to the present (contemporary practice focused on student learning). (Mackinnon, F.J.D., 2004, p. 27)

Between 1780 and 1865 there were several societal forces that altered the landscape of higher education in North America. It was during this time that the debate around the purpose of higher education started to generate divergent views within the academy. The traditionalists supported a liberal education grounded in the classics whereas the progressive thinkers of the time supported the creation of professional programs to provide an education for lawyers, accountants, doctors, teachers, scientists and farmers. It was during this period that many students started moving off campus in order to avoid the highly structured and controlled living environment on campus (Mackinnon, F.J.D., 2004).

Women began to participate in higher education during this period. In the United States, Mount Holyoke was established as the first seminary for women in 1836. Women were admitted to Mount Allison College in Sackville, New Brunswick in 1854. The first bachelor's degree awarded to a woman in the British Empire was conferred by Mount Allison University in 1875, on Grace Annie Lockhard (Mount Allison University, n.d.). As women began to arrive on campus, the need to provide proper supervision was identified as a major concern. At Queen's University in Kingston, Ontario the position of Dean of Women was established in 1918 to "... quell concerns over the morals and deportment of women students living alongside men in university boarding-houses" (Queen's University, n.d.). It was also during this time frame that post-secondary institutions for African Americans were established. The Institute for Colored Youth (later Cheyney University) was founded in 1837 (Hamrick et al, 2002). This period of time which ends with the conclusion of the American civil war is referred to as the era of plurality in higher education (Mackinnon, F.J.D., 2004).

Following the end of the American civil war up until the late 1900's there was a significant change in educational philosophy that emphasized intellectualism. This change was motivated by the societal need for more scientific and technical professionals. Faculty members were heavily influenced by the German model of higher education which valued the development of the

intellect and a rational mind. This focus resulted in an inevitable devaluation of a student's social, psychological, physical and spiritual development. Faculty members focused more intently on their personal research agendas and were less engaged with their undergraduate students (Cowley, 1949). The rules governing student conduct were relaxed during this period of time which allowed for the development of a robust extracurricular life off campus.

Mackinnon, F.J.D. (2004) refers to the period between 1870 and 1920 as the advent of the Dean. It was during this time that there was a sharp increase in the number of undergraduates participating in higher education. College and university Presidents no longer had time to deal with the day to day issues of student life. There was a reaction to the effects of the intellectualism movement and the lack of involvement with undergraduates that it perpetuated (Cowley, 1949). Parents, administrators and faculty members were becoming concerned about the integration of women on the majority of university campuses in both Canada and the United States. "The Dean (of Women) was a live-in headmistress charged with the supervision of women students under her care. Curfews, late-leaves and visitors to the all-female residences were strictly enforced." (Queen's University, n.d.). The first academic program designed to educate student personnel workers (original title for student affairs practitioners) was offered in 1914 by the Teachers College at Columbia University: It was an MA program for Dean of Women (Columbia University, n.d.).

The period between the mid 1960's and late 1980's was one in which the nature of student affairs practice changed significantly as did the societal context for higher education in general. It was during this time that the shift to a focus on student development became the dominant model of student affairs practice replacing the emphasis on *in loco parentis*. In Canada, the higher education sector experienced dramatic change. In the 1960's, societal demands and the needs of industry and business resulted in the creation of 15 nondenominational universities. In Ontario, the Colleges of Applied Arts and Technology (CAATs) were created in 1965. By 1970 there were over 35,000 students enrolled in these institutions. Governments were starting to demand increased accessibility, while at the same time, decreasing funding for post-secondary education (Jones, 1997).

When combined, all of these changes had a significant effect on the nature of student affairs work. At Queen's university in Kingston, Ontario, this observation was noted:

> As the sexual revolution of the 1960's swept throughout North America and the women's movement rose to power, the position of Dean of Women went through a significant transformation. Instead of a surrogate parent, the Dean became a trusted advisor on issues effecting all women on campus whether students, staff or faculty. The last Dean of Women, Pamela Dickey Young, served until 1996, when the position was eventually discontinued and replaced with the broader mandate of the newly created post of University Advisor on Equity". (Queen's University, n.d.)

It was during this time that research conducted by theorists such as Chickering & Reisser, Perry, and Kohlberg lead to an understanding of how the

interaction between students and the college environment effects the personal development of the student. This prompted student development educators to work towards the creation of positive environments that would provide both support and challenge for students (Mackinnon, F.J.D., 2004).

At its best, current student affairs practice strives to focus on supporting and creating student learning. Bloland, Stamatakos and Rogers are credited with changing the focus from student development to student learning within the student affairs arena. They state;

> Our argument is not with student development per se. It is rather with our fellow professionals . . . who failed to exercise their critical faculties to raise questions about how student development, to slow down the headlong pace of its engulfment of the field of student affairs, and to examine alternatives and options as they present themselves. (Bloland et al., 1994, p. x)

For the past 20 years, the trend towards emphasizing the need to focus on student learning outcomes has received much attention. In 1997, The Kellogg Commission on the Future of State and Land Grant Universities published a reported entitled *Returning to Our Roots: The Student Experience.* In this report, the authors point to two major challenges being faced by higher education today; increased competition for students and funding and a declining public trust in higher education. The year following the publication of the Kellogg Commission report (1998), the Boyer Commission on Educating Undergraduates in Research Universities published its report *Reinventing Undergraduate Education:*

A Blueprint for American's Research Universities (Whitt & Blimling, 2000). The common theme that defined both these reports was the need for higher education to focus both attention and resources on students and their learning.

Foundational Documents of the Student Affairs Profession

Many of the core values that guide the profession today were first articulated in a foundational document published by the American Council on Education, *The Student Personnel Point of View* (ACE, 1937). The authors of this carefully crafted document discuss the history and role of student affairs practice within the larger context of the purpose of higher education. They note:

> One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture: the product of scholarship, research, creative imagination, and human experience. It is the task of colleges and universities to vitalize this and other educational purposes as to assist the student in developing to the limits of his potentialities and in making his contribution to the betterment of society. (NASPA, 1937, p.3)

The Student Personnel Point of View document was redrafted in 1947 to incorporate changes in educational philosophy prompted by the conclusion of the Second World War and the influx of huge numbers of service men and women into higher education. The authors of the revised document wanted to broaden the former statement and include new goals central to the purpose of higher education. The following three goals were considered the most significant:

- Education for a fuller realization of democracy in every phase of living;

- Education directly and explicitly for understanding and cooperation;

- Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs. (Barr, 2000, p. 17)

In 1987, on the 50th anniversary of the publication of *The Student Personnel Point of View*, NASPA published *A Perspective on Student Affairs*. A blue ribbon committee was established in conjunction with the American Council on Education to "re-examine *The Student Personnel Point of View* and prepare a statement that sets forth the essential assumptions and purposes that underlie our work in student affairs" (NASPA, 1987, p. 2). The authors of the 1987 document offered 12 distinct assumptions and beliefs that define the goals of modern student affairs practice:

1) The academic mission of the institution is preeminent.

2) Each student is unique.

3) Each person has worth and dignity.

4) Bigotry cannot be tolerated.

5) Feelings affect thinking and learning.

6) Student involvement enhances learning.

7) Personal circumstances affect learning.

8) Out-of class environments affect learning.

9) A supportive and friendly community life helps students learn.

10) The freedom to doubt and question must be guaranteed.

11) Effective citizenship should be taught.

12) Students are responsible for their own lives. (NASPA, 1987, p. 3)

The authors point out that many individuals involved in higher education hold these values and that they are not exclusive to those who work in the student affairs field (NASPA, 1987).

In 1989, the Canadian Association of College and University Student Services (CACUSS) published *The Mission of Student Services.* This is a particularly significant document as it articulates the goals and objectives of student services in a Canadian context. As the authors note, "The paper presents a philosophical and practical base for enhancing the experience of students in post-secondary institution" (CACUSS, 1989, p.2).

There are seven premises stated that delineate the values and assumptions that shape student affairs work in Canada. There are considerable similarities between these values and assumptions and those expressed in NASPA's *A Perspective on Student Affairs.* The premises articulated in *The Mission of Student Services* are:

1. The educational mission of the institution is paramount.

2. Quality of life in a teaching and learning community.

3. Each individual has worth and dignity, and should be treated with respect.

4. Post-secondary education must be aimed at an individual's total growth.

5. Learning is contextual and is influenced by a wide range of individual and environmental factors.

6. Student Services professionals are educators.

7. The educational goals of post-secondary institutions are best realized through a partnership of Student Services personnel with students, administrators, and faculty. (CACUSS, 1989, p.3)

Further to these seven premises, the authors of the CACUSS monograph identify the four main objectives or responsibilities associated with the mission of student services. These responsibilities are:

1. Shaping the learning environment.

2. Providing services to individuals and groups.

3. Pursuing operational excellence.

4. Promoting professional development. (CACUSS, 1989, p.3)

In 2002, Dr. Donna Hardy Cox contributed an article to the CACUSS publication *Communiqué* which describes the organizational development of CACUSS. This document traces the evolution of CACUSS from its origins as the University Advisory Services (UAS) to its current configuration as the umbrella organization for all student affairs related professional associations

in Canada. Hardy Cox notes; "The evolution of a national student services
organization in Canada has been challenging to its leaders and members. The
challenge is to retain the real organizational strengths of this rich history and
to build on them in the future." (Communiqué, 2002, p.8)

Since 2004, a major shift has taken place in the student affairs domain
which focuses on an integrated vision of students, their learning, and their
development. This shift is articulated in 2 pivotal documents, *Learning
Reconsidered: A Campus-Wide Focus on the Student Experience* (2004), and
*Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student
Experience* (2006). Both these documents were jointly published by ACPA
(College Educators International) and NASPA (Student Affairs
Administrators in Higher Education). In *Learning Reconsidered,* the authors
illustrate how student learning is interconnected with the social context,
academic context, and the institutional context. It is through interaction in
these contexts that the student progresses with identity formation,
developing emotional maturity, enhanced interpersonal/intrapersonal and
life management skills, and the ability to understand the essence and
significance of events, relationships and learning (ACPA/NASPA, 2004).

In 2006, *Learning Reconsidered 2* was published. As the authors note:

It (Learning Reconsidered 2) amplifies the original publication in two
ways: first, by reporting the actual experience of student affairs educators

who have developed and assessed learning outcomes, found points of collaboration across campus, or identified new ways to link their work to learning activities, and second, by exploring in greater depth how the ideas and concepts in *Learning Reconsidered* can support all campus educators in finding ways to use all the resources in the education and preparation of the whole student. (ACPA/NASPA, 2006, p.vii)

Together, these documents make a powerful statement about the values and assumptions that guide the student affairs profession at the beginning of the 21st century.

In a journal article that is unique in that it refers specifically to student affairs in the community College environment, (most of the literature and research regarding student affairs issues focuses on the university) Helfgot (2005) discusses the core values that guide student affairs practice today. Helfgot claims that while student affairs practice may differ somewhat in the community college context, the values that drive practice are common to all forms of tertiary education. This claim is of particular interest to this study as the population that is studied includes student affairs leaders from community colleges, universities, university colleges, and provincial technical institutes.

The six core values articulated by Helfgot are;

1) Commitment to the whole student;

2) Recognition and appreciation of individual differences;

3) Commitment to facilitating student development, success and learning;

4) Provision of quality services to meet student needs;

5) Belief in the power and richness of the out-of-class environment;

6) Commitment to providing access and opportunity. (Helfgot, 2005, p. 11)

Theoretical Foundations of Student Affairs

The theoretical foundations of student affairs practice are central to the

understanding of student affairs as a professional endeavour. It is through these

foundations that we are able to describe, explain, and predict student behaviours

(Hoy and Miskel, 1978).

Sandeen and Barr (2006) describe the relationship between

professionalism and the role of the practitioner in this manner:

> The foundation of any profession is formed from a shared philosophy
> about what needs to be done, a shared understanding of the theoretical
> constructs that inform the practice of the profession, the application of
> accumulated knowledge of the members to the tasks that need to be
> accomplished, and the ability of the practitioners of the profession to
> effectively link their theoretical knowledge, practical wisdom, and skills to
> larger organizations and society. (p. 1)

Sandeen and Barr (2006) go on to distinguish between two well-defined

theoretical streams that apply to student affairs practice. The focal point of the

first stream is student growth and development. "Developmental theories and

models seek to identify the dimensions and structure of growth in college

students and to explain the dynamics by which growth occurs" (Pascarella and

Terenzini, 2005, p. 18). The second stream is based on the research relative to

organizations and the application of organizational theory to higher education.

The theories related to student growth and development can be separated

into the following subsections:

1) Developmental theories of student change

2) Psychosocial theories, cognitive-structural theories

3) Typological theories

4) person-environment interaction theories (Sandeen & Barr, 2006, p. 13).

In order to summarize the major assertions of each theory or model a table

is presented which describes the category of each theory, the names of the

significant contributors to the theory or model, and some basic details explaining

the significance of the theory or model. The summary of the more influential

theories and models related to student growth and development is presented in

Table 2.1. Sandeen and Barr (2006) note the more recent development of theories

that focus on various student sub-groups like native students; gay, lesbian,

bisexual, transgender, and queer students; Asian students; Latino students;

African-American students; first-generation students; and disabled students.

Table 2.1 Theories and Models Related to Student Growth and
Development

Theory/Model Type	Notable Contributors	Theory Detail
Psychosocial	Erikson (1959)	• Psychological and biological development is sequential, and do not occur in isolation • Environment influences development • Individuals must change to accomplish development tasks
	Chickering (1969)	• Delineates 7 vectors of development which differ from stages as they have both direction and force • 7 vectors are; achieving competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, developing integrity
	Chickering and Reisser (1993)	• Expanded on Chickering's theory of 1969 by adding extra emphasis on the complexity of the relationship between autonomy, independency and intimacy
Cognitive – Structural Theories	Perry (1970, 1981)	• Complex stage model • Relates to the ethical and intellectual development of male students from Harvard • Describes how students construe knowledge, values and responsibility
	Kohlberg (1969)	• Stage model • Focuses on how male students change as they make moral choices and judgements

Theory/Model Type	Notable Contributors	Theory Detail
	Gilligan (1977)	• Model of a different voice focuses on the difference between men and women in terms of moral reasoning • Points out that Kohlberg's theory does not apply to both genders
Person – Environment Models	Barker (1968)	• Model describes how individuals are influenced as a result of interaction with their environment
	Kuh et al (1991)	• Written specifically with student affairs practitioners in mind • Explains how student affairs policies and procedures affect student learning, growth and development
Typology Models	Myers-Briggs (1980)	• This typology explains the approach an individual will use when dealing with social interactions and problem solving

In terms of the more prominent organizational models that can be applied to student affairs practice and administration, Ambler (2000) cites the following:

1) The rational model

2) The bureaucratic model

3) The collegial model

4) The political model

In addition to these more structured models, Kuh (2003) indicates that

theories that explore organizational culture and organized anarchy, are useful

when trying to develop an understanding of the organizational dynamics of a

college or university. A more detailed summary of the more prominent theories

and models related to organizations is presented in Table 2.2.

Table 2.2 Organizational Theories and Models

Theory/Model	Notable Contributors	Theory Detail
Rational Model	Kuh (2003)	• This model focuses on qualities valued in higher education; fairness and objectivity in decision making, deliberate and purposeful actions, predictable outcomes • It is limited because it assumes that all members of the organization share common goals • Relies on formal regulations and supervision • Most applicable in smaller institutions or faith based institutions
Bureaucratic Model	Max Weber (1947)	• This model focuses on; limits on authority, hierarchical power, impersonal orientation, technical competence, specialization of functions, efficiency, standard operating procedures • Principles such as academic integrity and collegial governance are not compatible with this model
Collegial Model	Chaffee (1983)	• Assumption of common principles and goals • Assumes that participatory governance is the best way to achieve organizational goals • Represents an ideal rather than a reality

Theory/Model	Notable Contributors	Theory Detail
Political Model	Kantor & Stein (1979)	• This model assumes that environments need to be managed, various stakeholders and groups are activated, and that interests are strong • This view challenges the assumptions of the other 3 models

The Function and Role of the Chief Student Affairs Officer

The Chief Student Affairs Officer (CSAO) is the senior administrative officer within a post-secondary institution who is charged with the overall responsibility for the delivery and administration of all student affairs related functions. For the purposes of this document, the term CSAO will be replaced with the term student affairs leader to represent a number of different position titles including:

- Vice President of Student Affairs, Services, Success, and Development

- Dean of Student Affairs, Services, Success, and Development

- Director of Student Affairs, Services, Success, and Development

In the Canadian community college sector, the role of Registrar can frequently be combined with that of the CSAO, for example, Vice President of Student Services and Registrar. These titles are influenced by many factors including organizational structure, institution type, geographic location of institution, and size of student population (Howman, 1994).

In *The Professional Student Affairs Administrator*, Winston Jr., Creamer, and

Miller (2001) discuss the roles and functions of the Chief Student Affairs Officer.

They propose a model for the current administration of student affairs practice.

This model is built upon their assertion that the Chief Student Affairs Officer has

three complementary roles or domains: that of educator, leader, and manager.

Figure 1 illustrates the three domains and their relative positioning in terms of

importance.
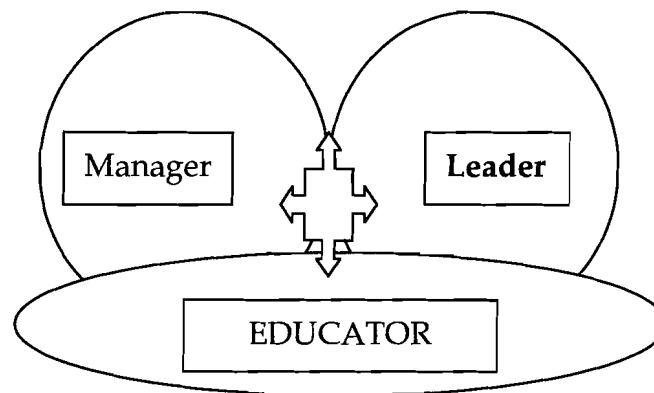
Figure 1 **Domains of Student Affairs Administration**
(Winston Jr., Creamer & Miller, 2001)

Winston Jr., Creamer and Miller assert that as we enter the 21st century,

the domain of education is the most critical for the Chief Student Affairs

professional.

> Student affairs administration is conducted within institutions of higher
> learning with rich traditions of transmitting knowledge and culture to
> students through conventional pedagogical modes, such as lecture,
> laboratory work, and library research. Even though for most student
> affairs practitioners, teaching occurs outside the traditional classroom
> most of the time, nevertheless it is committed to precisely the same
> purposes as the instruction occurring in the conventional classroom.

(Winston Jr. et al, 2001, p. 8)

These authors point out that, according to Young (1996), the educational philosophy underlying this domain is pragmatism. This philosophy links action, knowledge, and individuals.

The leader domain is essential to the model as it identifies the Chief Student Affairs Officer's critical role as a designated institutional leader. These individuals are also expected to contribute to visioning exercises that will shape and sustain viable campus communities. The authors cite the work of Clement and Rickard (1992) who studied the elements of effective leadership in student affairs practice. Clement and Rickard's work revealed that certain personal attributes of Chief Student Affairs Officers were the foundation for leadership. Not surprisingly, these personality traits were integrity, commitment, and tenacity.

The manager domain described by Winston Jr., Creamer, and Miller (2001) focuses on the management functions performed by the administrators within a student affairs division. They provide a lengthy list of specific departments that fall into this category including admissions and recruitment, orientation, registration, financial aid, academic advising and support services, international student services, college unions and student activities offices, counselling services, career development, residence life, services and leadership programs, student judicial affairs, student recreation and fitness programs, student

religious programs, special student population services, commuter student

services, and program research and evaluation.

In terms of the most current theoretical basis for this domain, they cite the

work of Bryan (1996), who adapted the notions of Total Quality Management

(TQM) from the principles identified by Demming (1986). Bryan adapted

Demming's principles so that they could be applied to student affairs practice.

These principles are the following:

1. Create a constancy of purpose toward improvement of services and

   programs.

2. Adopt a continuous improvement philosophy.

3. Build quality into processes from the beginning.

4. Develop productive relationships with parents, school educators, and

   students.

5. Improve continuously the ways in which students and other customers

   are served.

6. Institute training and development activities and programs for

   professional, support, and student staff.

7. Initiate educational leadership.

8. Eliminate fear.

9. Eliminate barriers to excellence.

10. Develop a quality culture.

11. Eliminate numerical objectives and quotas.

12. Remove barriers that hinder people in taking pride in their work or in being creative.

13. Institute a comprehensive program of professional development, education, and personal development.

14. Encourage a culture in which staff accepts responsibility for achieving excellence. (Winston Jr. et al, 2001, p. 22)

Winston Jr., Creamer, and Miller identify a variety of skills and knowledge required for one to be successful as a Chief Student Affairs Officer. Their list of skills includes the management of human resources, institutional planning, program and enrolment assessment, budgeting, and the use of technology and information systems.

In conclusion, these authors note that the ability to successfully integrate the domains of educator, leader, and manager requires that Chief Student Affairs Officers make use of multiple and complex skills, knowledge, and personal traits.

Professional Development in Student Affairs

Student Affairs and Professionalism

In the context of student affairs work, a discussion of professional development should be framed within the larger context of professionalism. The issue of whether or not student affairs practice can be regarded as a professional

endeavour has received considerable attention in the scholarly literature pertaining to student affairs (Coleman, 1990; Cooper, 1998; Evans and Williams, 1998; Komives, 2003; Strike and Ternasky, 1993; Taub and McEwen, 2006). As with most groups of emerging professionals, student affairs practitioners frequently describe a sense of marginality or subordination within the academic sphere by raising the question: Are we a profession? As Blolund (1992) points out, implicit in this question is the assumption that to be designated as a professional would result in improved benefits and status.

To answer the question of whether or not student affairs practitioners should be identified as professionals, Wrenn (1949) examined this practitioner group by rating them on eight criteria and concluded that they had yet to establish themselves as professionals. The criteria Wrenn used are as follows:

1. The application of standards of selection and training

2. The definition of job titles and functions

3. The possession of a body of specialized knowledge and skills

4. The development of a professional consciousness and of professional groups

5. The self-imposition of standards of admission and performance

6. The legal recognition of the vocation

7. The development of a code of ethics

8. The performance of a socially needed function. (p. 284)

In more recent years, several other authors (Canon, 1982; Penny, 1969; Rickard, 1988; Blolund & Stamatakos, 1990) have revisited this issue. They have all come to the conclusion reached by Wrenn in 1949: Student affairs practitioners cannot be considered professionals simply because they work in a student affairs division. That being said, it is true that some student affairs practitioners such as psychologists and doctors are considered professionals in their own right. Given the great diversity of roles within any student affairs division, there is no homogeneous identity common to all staff members. What links student affairs practitioners is the fact that they all work with and support students outside the classroom environment. Many of these practitioners also share a common philosophical perspective that guides their work (Blolund, 1992).

As an alternative to traditional definitions of what constitutes a professional, Moore (1970) suggests a model of *professionalism*. He outlines six criteria that can be used to judge various work-related roles. He notes that although a particular group of individuals may not be classified as professionals, they can still conduct themselves in a manner which reflects professionalism. Moore lists the following six criteria:

1. The professional is in a full-time occupation.
2. There must be a commitment to a calling. It is not seen simply as one more job in one's work life or as a stepping stone to something better, but, rather, as a lifelong pursuit.

3. The commitment to the field is one that is held in common with others in the same occupational role which leads to identifying with them through membership in a professional association such as the American College Personnel Association, or in Canada, the Canadian Association of College and University Student Services.

4. The professional must possess specialized knowledge which can only be acquired through a long and rigorous educational regimen such as an appropriate graduate program.

5. The professional is characterized by a service orientation.

6. The professional is considered so knowledgeable in his/her field that he/she is afforded a great deal of autonomy. (Moore, 1970, p. 29)

By comparing student affairs staff to Moore's (1970) criteria, one can determine to what extent a practitioner is behaving in a professional manner through the delivery of professional level services. Blolund (1992) sums up the status quo most eloquently when he states, "Rather than further discussion of the field of student affairs as a profession, attention should instead be turned to the development of a fully professional staff, one that is highly educated and motivated to serve its student clientele" (p. 4). In other words, focus on behaviour in practice rather than status descriptions.

Professional Development and Student Affairs

The ongoing professional and personal development of student affairs practitioners is an essential component of a healthy college or university. Given the complex, changing environment of the higher education sector in Canada,

the commitment of both practitioners and their respective institutions to support

professional development opportunities is essential. Consider the following list

of current issues faced by many student affairs practitioners:

1) The need to work in interdisciplinary, cross-functional ways to support students;

2) The need to develop diverse delivery systems that address institutional differences, changing technologies and diverse populations;

3) The reality of complex and evolving legal and public policy environments;

4) Confronting chronic student issues related to alcohol and other drugs, violence, sexual health, and psychological and physical disabilities. (Kruger, 2003, p. 535)

In the literature on student affairs, many authors offer definitions of

professional or staff development (Connolly, 1999; Evans and Phelps Tobin, 1998;

Hyman, 1985; Miller, 1991; Nuss, 2003; Saunders and Cooper, 1999). For example,

Bryan and Schwartz (1998) proffer the following definition:

> Staff development can be broadly viewed as activities and programs (formal or informal and on or off campus) that help staff learn about their responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement in the institution or beyond the campus. (p. 95)

Although some definitions of professional development include the

pursuit of graduate level studies, most American scholars assume that student

affairs practitioners already hold a Master's level credential, typically completed

in higher education or student affairs administration (Schuh, 1989; Upcraft, 1998; Von Destinon, 1986; Young and Janosik, 2007). The first graduate program in student affairs was offered in 1916 at Teachers College, Columbia University. Since then, the demand for education in this field has steadily increased. There are currently over 100 masters/doctoral programs offered in the United States which have as a main focus higher education and student affairs. (Bryan & Schwartz, 1998).

In Canada, there are six universities that offer course work in higher education: Memorial University, the University of Toronto, the University of Manitoba, the University of Alberta, the University of Calgary, and the University of British Columbia. Only Memorial University offers credit courses related to student affairs. When comparing the Memorial program to the CAS standards for graduate programs in student affairs administration, one notes that while the university's offerings come quite close to meeting the standards at least two additional courses would have to be added to completely meet the CAS requirements. One course would focus on student characteristics and the effects of post-secondary education on students; the second course would focus on individual and group interventions. In addition, students would have to complete two mandatory practicum experiences in one of the many student affairs departments. The CAS standards also call for programs to have a minimum of two full-time "core" faculty members with primary teaching

responsibilities in the student affairs program (Miller, 2001). One of the most

attractive features of the Memorial program is that the entire program can be

completed via distance formats, including web-based/WebCT, teleconferences,

and traditional correspondence.

In the Canadian context, the Canadian Association of College and

University Student Services (CACUSS) provides a variety of professional

development opportunities for student affairs practitioners. Included in the

Association's offerings are annual conferences and regional workshops which

are of interest to a cross-section of practitioners, bursaries to support members

who would like to attend the Canadian Institute on Student Affairs and Services

(CISAS), the publication Communiqué, electronic discussion and distribution

lists, special project and monograph grants to promote new programs and

research activities, resources to assist members with the organization and

management of student affairs/services on their campuses such as Institutional

Guidelines for Reviews of student affairs, and acknowledgment of excellence

and professional commitment of individual members through recognition and

awards (CACUSS, 2006).

The Council for the Advancement of Standards in Higher Education (CAS)

Historical Information, CAS

The Council for the Advancement of Standards in Higher Education (CAS) was originally established in 1979 as the Council for the Advancement of Standards in Student Services and Development Programs. In 1992, the name was changed to the Council for the Advancement of Standards in Higher Education, to reflect the council's expanded context within the higher education sector. According to Dr. Jan Arminio, president of the Council for the Advancement of Standards in Higher Education, the promulgation of standards of practice and of professional preparation to encourage the best educational practice possible is the core purpose of the CAS (CAS, 2006). As Miller (2001) indicates,

> Prior to the CAS initiative, most practitioners had little more than native intuition and experiential best guesses to guide their work with students. Today, there is an expanding body of professional knowledge and complementary standards available to guide practice and upon which to base personal, professional, and programmatic development (p. vi).

Thirty five professional organizations from Canada and the United States have combined to form the CAS. As Miller (2001) explains, the impetus for the development of a broad range of standards and guidelines originally came from several large American counselling organizations that were intent on

establishing professional standards to guide and accredit academic programs

that prepare counsellors and counsellor educators. Following on the tails of these

efforts to accredit counselling programs, the American College Personnel

Association (ACPA) set out to establish a set of standards to apply to the

development of Master's level graduate programs in student affairs. In order to

ensure that these standards would be widely accepted and appropriate in a

variety of institutional settings, ACPA invited other professional associations to

participate in the process. The National Association of Student Personnel

Administrators (NASPA) became a partner in this endeavour. The two groups

then issued a joint invitation for interested professional associations to meet with

them to explore the pertinent issues regarding standards and graduate level

preparation of student affairs professionals. At the conclusion of this inaugural

meeting, an inter-association consortium was formed to develop and promote

standards for both student affairs practice and graduate level academic

preparation.

**Organization of the Council for the Advancement of Standards in Higher
Education (CAS) Standards and Guidelines**

In 1986, the CAS published the first version of the standards and

guidelines for student affairs, student services, and student development

practitioners and programs (CAS Professional Standards for Higher Education,

1986). The goal of the publication was to provide practitioners with a valuable

and comprehensive set of criteria that could be utilized to assess their professional efforts. According to Miller (2001), "From the CAS perspective, virtually all functional areas of practice, no matter how specialized or narrow the function, have identifiable commonalities with most other functional areas" (p. 3). This unique approach to assessment includes a number of relevant, common criteria for virtually every functional area of student affairs practice.

The creation of the various standards and guidelines reflects a philosophy that is grounded in beliefs about excellence in higher education, collaboration between teacher and learner, ethics in educational practice, student development as a major goal of education, and student responsibility for learning (Miller, 2001).

The CAS standards and guidelines are organized so that individual institutions can initiate the self-assessment process. Self-regulation is entirely self-motivated and, if successful, can lead to the creation, maintenance, and enhancement of programs and services. The standards and guidelines regarding student affairs preparation programs are of particular importance for the purposes of this study. There are nine distinct areas around which standards and guidelines for graduate preparation programs have been articulated. Those graduate programs in student affairs that meet the stated requirements are considered to be optimal. Although each area has many detailed requirements,

only the section headings and some brief notes will be presented here so that

readers can get an overview of the expectations set by the standards.

Part 1) Mission and Objectives – The mission of professional preparation programs shall be to prepare persons for professional positions in student affairs in post-secondary education through graduate education.

Part 2) Recruitment and Admission – Accurate descriptions of the preparation program including the qualifications of its faculty and records of its students' persistence, graduation, and subsequent study or employment must be made readily available.

Part 3) Curriculum Policies – The Program must specify, in writing, and distribute to perspective students its curriculum and graduation requirements. Instruction must only be performed by faculty with credentials that clearly reflect professional knowledge, ability and skills. The equivalent of two years full-time study must be required for the master's degree.

Part 4) Pedagogy – Each program must indicate the pedagogical philosophy in the program literature. In addition, the individual faculty members must identify his or her pedagogical strategies. Faculty members must accommodate multiple student learning styles. Teaching approaches must be employed that lead to the accomplishment of course objectives, achievement of student learning outcomes, and are subject to evaluation by academic peers for the purpose of program improvement.

Part 5) The Curriculum – All programs of study must include the three following components; Foundational Studies (Foundations of Higher Education and student affairs), Professional Studies (Student Development Theory, Student Characteristics and Effects of College on Students, Individual and Group Interventions, Organization and Administration of student affairs, and Assessment, Evaluation and research) and Supervised Practice (at least two distinct experiences).

Part 6) Equity and Access – A graduate program must adhere to the spirit and intent of equal opportunity in all activities. The program must encourage establishment of an ethical community in which diversity is viewed as an ethical obligation. The program must ensure that its

services and facilities are programmatically and physically accessible. Programs that indicate in their admissions materials convenience and encouragement for working students must provide services, classes, and resources that respond to the needs of evening, part-time, and commuter students.

Part 7) Academic and Student Support – Institutions must provide sufficient faculty and staff members, resource materials, advising, career services, student financial support, facilities, and funding resources for the program.

Part 8) Professional Ethics and Legal Responsibilities – Faculty members must comply with institutional policies and ethical principles and standards of the American College Personnel Association, the National Association of Student Personnel Administrators, American Association of University Professors, and the CAS functional area ethical standards.

Part 9) Program evaluation – Planned procedures for continuing evaluation of the program must be established and implemented, and the evaluation information must be used for appropriate program enhancements. (*CAS Blue Book*, 2006, pp. 349–357).

Although several scholars and professional organizations in the U.S. have investigated the use and relevance of CAS standards (Cooper and Saunders, 2000; Mable, 2005; Nadler and Miller, 1997; NASPA, 2006; Young and Janosik, 2007), prior to the writing of this dissertation, no scholarly studies of a similar nature have been conducted in Canada.

Chapter Summary

This chapter has explored three distinct areas of inquiry. The three areas are the historical development of student affairs practice in higher education, the

issue of professional development in student affairs, and the emergence and role

of the Council for Advancement of Standards in Higher Education (CAS). The

topics presented in this literature review form the framework upon which the

survey tool for the research part of the dissertation was created. The methods

employed in the study are presented in detail in Chapter Three.

3. METHODOLOGY

Theoretical Framework of the Method

There are essentially three main elements within any theoretical framework that should be considered when designing research. According to Creswell (2003), these elements are;

1) Philosophical assumptions regarding what constitutes knowledge claims;

2) General procedures of research referred to as strategies of inquiry;

3) Detailed procedures of data collection, analysis and writing, which when combined, are referred to as research methods. (p. 2)

The study described in this dissertation is framed as a quantitative endeavour; however, it is appropriate to note that, in reality, research cannot be definitely categorized as purely quantitative or qualitative. As Creswell (2003) notes, "The situation today is less quantitative *versus* qualitative and more how research practices lie somewhere on a continuum between the two. The best that can be said is that studies tend to be more qualitative or quantitative in nature" (p. 3).

Following on Creswell's comments, it should be noted that although this study is framed as a quantitative piece of research, there are some minor elements that may be analyzed from a somewhat qualitative perspective.

However, the degree to which there are qualitative aspects of the study is not nearly significant enough to label it as a mixed methods study.

This research can be characterized as being post-positivist in nature in that it challenges the traditional notion of the absolute truth of what constitutes knowledge. This reflects thinking that has come after empirical science or positivism as we acknowledge that we cannot be *positive* about our claims of knowledge when studying the behaviour or responses of human beings. In addition, post positivism is seen as being reductionist, since the intent of the research is to reduce ideas to a small group or set of concepts that can be tested (Creswell, 2003).

According to Phillips and Barbules (2000), there are several important assumptions that accompany the post positivist knowledge claim. These assumptions are as follows:

1) That knowledge is conjectural. Absolute truth can never be found. Thus, evidence established in research is always imperfect and fallible.

2) Research is the process of making claims and then refining or abandoning some of them for other claims more strongly warranted.

3) Data, evidence, and rational considerations shape knowledge.

4) Research seeks to develop relevant true statements, ones that can serve to explain the situation that is of concern or that describes the causal relationships of interest.

5) Being objective is an essential aspect of competent inquiry, and for this reason, researchers must examine methods and conclusions for bias (p. 234).

The particular strategy of inquiry that was selected for this study has had a pronounced impact on the overall research approach selected. There are two main strategies associated with the quantitative approach: experimental designs and non-experimental or quasi-experimental designs. This study employed a survey to collect data and therefore is representative of a non-experimental design (Booth, 2003).

Research Questions

1) What demographic features define the current cohort of student affairs leaders in Canadian colleges and universities?

2) Are Canadian student affairs leaders aware of the organization called the Council for the Advancement of Standards in Higher Education (CAS)?

3) To what extent have Canadian student affairs leaders used the CAS standards to inform the development, implementation, and assessment of student affairs programs and services?

4) To what extent do Canadian student affairs leaders agree that the standards for professional graduate preparation programs in student affairs administration as defined by CAS, apply in a Canadian context?

Population

The entire population of student affairs leaders from English speaking Canadian universities, university colleges, colleges and institutes of technology, with full-time enrolments in excess of 2,500 students was included in the study (N ≅ 97).

Several sources were used to ensure that all appropriate individuals were identified. The first source of information used was the membership list of the Canadian Association of College and University Student Services (CACUSS). From their database, a list of all student affairs leaders was extracted. In order to ensure that those who are not members of CACUSS were included in the study, membership lists from the Association of Community Colleges of Canada (ACCC) and the Association of Universities and Colleges of Canada (AUCC) were cross-referenced. Student affairs leaders at each of these institutions were identified. The goal of this data collection was to identify those who hold significant leadership positions in the student affairs field at publicly funded, English speaking, post-secondary institutions across Canada.

Instrumentation

Several sources (Alreck and Settle, 2004; Creswell, 2003; Fraenkel and Wallen, 2006; Gall, Gall, & Borg, 2003; Gliner & Morgan, 2000; Rea & Parker,

2005) were taken into consideration during the process of creating a survey to ensure both reliability and validity.

The survey used in the study was designed by the researcher to capture two types of information and was intended to generate descriptive and correlational statistics. Prior to distribution, seven field experts critiqued the survey. They were asked to comment on issues related to survey clarity, comprehensiveness, and acceptability (Bryman, 2000; Rea & Parker, 2005). Clarity refers to whether or not the questions are clearly stated and unambiguous. It is important that the choices presented were clear enough to elicit the type of information desired. Comprehensiveness refers to ensuring that the questions were such that they provided the opportunity to cover a suitable range of alternatives. Those participating in the pre-test found that some questions were irrelevant, incomplete, or redundant. They also indicated that some questions that should have been included were overlooked by the researcher. Acceptability relates to the idea that some of the questions asked might have been too sensitive or personal. In addition, the respondents had to see that there was a clear link between the questions asked and the purpose of the study. Questions were designed so as to not invade the privacy of a respondent nor to conflict with generally accepted ethical and moral standards.

Gliner and Morgan (2000) state that the intent of surveys is to make inferences describing the whole population. Although the entire population of

student affairs leaders was included in the study, not all those invited to participate did so. The data was analyzed and used to make generalizations regarding the population.

The first section of the survey was designed to gather information regarding the student affairs Leaders' familiarity with the Council for the Advancement of Standards in Higher Education as an organization. A 4-point Lickert-type scale was employed to measure this knowledge. In the second part of the survey, respondents were given the opportunity to read each standard suggested by CAS for a graduate level program in student affairs administration. After reading this information, they were asked to indicate to what extent they agreed that the component had value within a master's level preparation program in student affairs administration in a Canadian context.

The third type of information gathered is demographic in nature. It includes data relating to the respondents as individuals such as age, gender, number of years employed in student affairs practice, number of years employed in higher education, educational background, field of study, location of graduate school, membership in professional organizations, and demographic information related to their institutions such as full-time equivalent enrolment, location of the institution, and the type of post-secondary institution.

A review of the methodological literature related to the reliability and validity of *self-reports* such as those gathered in this study was essential to ensure the credibility of the survey design and administration.

In discussing the standards of reliability and validity that apply to surveys, Gall, Gall, and Borg (2003) note the following:

> Questionnaires often solicit respondents' opinions about particular topics and issues. If the researcher wishes to claim that these are the respondents' true opinions, she should collect evidence that the content on the items represents the constructs (content-related evidence of validity). (p. 223)

They also observe that in practice, researchers tend to apply less stringent reliability and validity standards to questionnaires and interviews than they would to true experimental tests. Gall, Gall, and Borg suggest that this is because questionnaires typically gather highly structured information and are likely to be valid. An example of this is asking respondents to indicate the number of years they have worked in the student affairs field.

Data Collection

The collection of data followed a protocol created specifically for this study. An online survey package was forwarded by electronic mail to all student affairs leaders in Canada who work at publicly funded, English speaking, post-secondary institutions with a full-time equivalent enrolment in excess of 2,500

students (N = 97). The list of participants was generated by cross-referencing membership lists from the Canadian Association of College and University Student Services (CACUSS), the Association of Canadian Community Colleges (ACCC), and the Association of Colleges and Universities of Canada (ACUC). This format was selected for several compelling reasons. The most important reason was one of logistics. The potential participants were scattered across Canada. The electronic distribution was fast and efficient. It was also significantly less expensive than a traditional mail-out survey. There were, however, significant costs associated with purchasing a Canadian-based survey instrument. Because of the requirements mandated by the Simon Fraser University Ethics Committee (to house all research data collected on a secure server located within Canada), this was a necessity. This was a major consideration as it is quite costly to purchase this software for personal use. Gall, Gall, and Borg (2003) cite several other convincing reasons to use an online format for survey distribution. They note that the likelihood of missing data is eliminated and there is no need to manually transfer data from a hard copy to a computer for analysis. This is an extremely helpful feature when dealing with a significant amount of data as it eliminates the possibility of human error during data transfer. Another very significant consideration was the fact that the researcher was resident in Doha, Qatar during the administration of the survey. It would have been extremely difficult to manage a postal survey given these

circumstances. The researcher's employer had sufficient space to store the returned surveys electronically. Confidentiality was ensured as access was password protected and stored in a secure location. The respondents all had access to the computer technology required to complete the online survey as they work for post-secondary institutions in departments where online survey tools are used regularly. Given all of these factors, it was clear that an online survey was the best choice for the study.

In the initial contact with potential respondents, each student affairs leader received a letter of introduction from the researcher outlining the purpose and importance of the study, importance of their participation, a reasonable but specific response time, assurances of confidentiality, informed consent, and an offer to receive a summary of the study once completed. Copies of the letter of introduction, and of the survey can be found in the appendices. Accompanying this letter of introduction was a letter of support from the Canadian Association of College and University Student Services (CACUSS) indicating their endorsement of the research being conducted and its importance to the student affairs profession in Canada. Embedded in the email was a link to the on-line survey and an individual password and username. Approximately 2 weeks after the first electronic mailing, a reminder was sent to the non-respondents. A second reminder was sent 4 weeks after original electronic mailing. This timeline

is consistent with that suggested by several sources including Rea and Parker (2006) and Gall, Gall, and Borg (2003).

Data Analysis

The survey was formatted in such a way that it allowed for a simple transfer of information from the Grapevine™ platform to the researcher's personal computer for data analysis. The data was analyzed using the Statistical Package for Social Science ™ (SPSS) personal computer platform, Version 16. Once the data was organized in the form of a database, the appropriate statistical analyses were performed. Measures of central tendency, statistical significance tests, determinations of variability, and the correlation among variables were conducted. Descriptive statistics were used to summarize numerical data with a single variable. Measures of central tendency (mean, mode, median) were used to describe the average of an entire set of scores. Categorical data was analyzed with frequency distributions. Correlation statistics, a form of measures of variability, was used to describe the relationship that existed between two or more variables. Multivariate correlational methods, which explore and describe the relationship between three or more variables, were employed. Gall, Gall, and Borg (2003) indicate that it is especially important in educational research to use multivariate correlational methods because the variables that are of most interest

to educational researchers are not usually affected by a single factor, but rather are affected by a set of more complex factors.

Human Research Ethics Approval Process

The appropriate approvals were obtained following the procedures documented in Simon Fraser University's policy R20.01 which outlines the ethical review of research conducted with human subjects. Given the criteria established by the University, this study was classified as one which poses minimal risk to the participants. Official approval to conduct this study which involved human subjects can be found on page ii.

Limitations of the Study

There are several limitations to this study that should be acknowledged. First of all, although every reasonable effort has been made to identify the student affairs leaders across Canada, it is likely that some may have been missed. Institutions with enrollments of less than 2,500 were intentionally omitted. Some institutions did not list the email addresses of their staff on web pages that can be accessed by the public. In two cases, the researcher contacted the institutions directly but did not receive a response. As a result, representatives from those institutions did not have the opportunity to participate in the study. At the time of the survey launch, nine senior student

affairs positions were not filled. As a result, no participation from those

institutions was possible. Although the researcher guaranteed that the

information collected would be held in the strictest confidence, no guarantee of

anonymity was given. The researcher did have the ability to identify individual

respondents. This information was used to follow-up specifically with non-

respondents rather than send reminders to the entire population. This lack of

anonymity was an issue for at least one of the respondents who chose not to

participate in the study.

Research Questions and Related Information Gathered via the Survey

1) What demographic features define the current cohort of student affairs leaders in Canadian colleges and universities?

   The data collected from part IV of the survey, questions 34 through 73, provide the information required to respond to this question.

2) Are Canadian student affairs leaders aware of the organization called the Council for the Advancement of Standards in Higher Education (CAS)?

   The responses to question 6 of the survey provide the information required to respond to this question.

3) To what extent have Canadian student affairs leaders used the CAS standards to inform the development, implementation, and assessment of student affairs programs and services?

   The responses to questions 7, 8, and 9 provide the information required to respond to this question.

4) To what extent do Canadian student affairs leaders agree that the standards for professional graduate preparation programs in Student Affairs Administration as defined by CAS, apply in a Canadian context?

The data collected from part III of the survey, questions 10 through 33, provide the information required to respond to this question.

Chapter Summary

In this chapter, information related to the methodology employed for this study was described. The theoretical framework for the study was established; research questions were stated and details regarding the population, instrumentation, data collection, and analysis; and the ethics approval process was documented. In Chapter Four, the findings of the study will be reported.

4. FINDINGS

This chapter details the findings of the *Senior Student Affairs Leaders Survey: Graduate Preparation Programs in Student Affairs Administration — Assessing the Canadian Context.* The survey was developed specifically to address the research questions for this thesis. Data collected fall into three distinct categories and will be presented in this order: (1) demographic information, (2) the Council for Advancement of Standards in Higher Education (CAS) awareness and familiarity, and (3) opinions regarding the content of a CAS compliant graduate preparation program in the Canadian context. Information regarding the analysis of variance for multiple variables is presented following the presentation of the descriptive statistics.

Potential participants were contacted via email and asked to complete the on-line survey. The survey tool employed was developed by the researcher, as described in Chapter Three, and executed using the commercial survey tool provider, **Grapevine** (http://www.grapevinesurveys.com/). Data was transferred to the researcher's home institution, the College of the North Atlantic – Qatar, during the data collection phase of the study.

After the initial contact with 97 potential participants, 47 surveys were returned. The second contact yielded an additional 7 returns. A total of 54

surveys were returned; of these, 46 were usable resulting in a response rate of 47%. The data was exported from Grapevine into an Excel™ spreadsheet which was then imported into SPSS 16.0 for further analysis.

In the following section, the data collected is reported according to the research question it delineates. Each table includes a section heading and a description of data presented. A printed version of the complete survey can be found in Appendix D.

Demographic Information

The survey respondents represented a very diverse group of student affairs professionals. With respect to the gender of the respondents, 52% were male and 48% were female. The age of the respondents was reported in ranges with the most frequently occurring range being between 50 and 59 years of age (43%). The majority of the respondents (54%) were less than 50 years old. A detailed representation of the age ranges of the respondents can be found in Table 4.1.

Table 4.1
Age of Respondents

Range in years	N	%
30 – 39	6	14
40 - 49	14	32
50 – 59	19	43
60 – 69	5	11
	n = 44	% = 100

The academic credentials of this group of student affairs leaders were very

diverse taking into consideration both field of study and the level of the

credentials completed. Two respondents had not completed a bachelor's degree.

Bachelor's degrees were most frequently completed in the social sciences. Table

4.2 provides more detailed information.

Table 4.2
Bachelor's Degrees – Field of Study

Academic Discipline	n	%
Social Science	17	40.5
Science	6	14.3
Business/Commerce	6	14.3
Humanities	5	11.9
Education	5	11.9
Social Work	3	7.1
Engineering	2	4.8
Other	4	9.5
	n = 42	% = 100

Over 85% of the survey respondents had or were in the process of

completing a master's degree. Of those who held a master's degree,

approximately 49% completed their degrees in the field of education. The specific

areas within the field of education most commonly listed were higher education,

educational psychology, and adult education. Table 4.3 provides detailed

information regarding the specializations within the field of education.

Table 4.3

Master's Degrees – Education – Concentration Area

Academic Discipline	n	%
Higher Education	5	29.4
Counselling	5	29.4
Adult Education	4	23.5
Leadership	1	5.8
Distance Education	1	5.8
Educational Administration	1	5.8
n = 17		% = 100

The field of study most frequently listed for non-education master's

degrees was science, followed by social work and leadership. Of those who had

completed master's degrees, 34% indicated that they conducted research in the

student affairs field for the thesis portions of their programs. Five respondents

completed non-thesis master's degrees. The vast majority (83%) completed their

master's degrees in Canada. The remaining 17% graduated from universities in

the United States of America. A detailed summary of master's level credentials

outside the field of education can be found in Table 4.4.

Table 4.4

Master's Degrees – Field of Study (other than degrees in Education)

Academic Discipline	n	%
Social Science	5	26
Science	1	5
Business/Commerce	4	21
Humanities	2	11
Engineering	1	5
Other	6	32
	n = 19	% = 100

Twenty per cent of the respondents had completed degrees at the doctoral

level. An additional 13% of the respondents were completing a doctoral degree.

Of those who had already completed the degree, 67% undertook studies in the

field of education, specifically in the areas of higher education, student affairs,

and educational administration and policy studies. Those who did not complete

a doctoral program in education had completed doctoral studies in the fields of

the humanities, psychology, and engineering. Survey respondents who were

completing doctoral programs were all studying in the field of education,

specifically in higher education or educational leadership. Of those who had

completed their doctoral degrees, 56% studied at a Canadian university. The

remaining 44% studied in the United States. All of the respondents who

completed doctoral work in the U. S. earned degrees in student affairs

administration/higher education. All of the respondents who were completing

doctoral degrees were registered at Canadian universities. A detailed summary

of information regarding doctoral level credentials can be found in Tables 4.5,

4.6, and 4. 7.

Table 4.5
Doctoral Degrees Completed – All Disciplines

Academic Discipline	n	%
Science	1	11.1
Humanities	1	11.1
Education	6	66.7
Engineering	1	11.1
	n = 9	% = 100

Table 4.6
Doctoral Degrees in Progress

Specialization	n	%
Educational Leadership	3	50
Higher Education	2	33.3
Social Science	1	16.6
	n = 6	% = 100

Table 4.7
Doctoral Degrees Completed in Education

Specialization	n	%
Student Affairs Administration	3	50
Higher Education	2	33.3
Educational Policy Studies	1	16.6
	n = 6	% = 100

Respondents were asked to choose from a list of graduate-level courses

and indicate which, if any, they had taken for credit as part of a degree program.

The choices given represented the course work suggested for a CAS compliant

master's degree in student affairs administration. Most of the respondents (70%)

had completed a course in the foundations of higher education. Less than 50% of

the respondents had completed courses in student development theory, student

characteristics, and the effects of college on student development; the

organization and administration of student affairs; and the history and

philosophy of student affairs. This data is reported in greater detail in Table 4.8.

Table 4.8

Respondents' Completion of Graduate Course Work in Student Affairs and Higher
Education

Course Subject Matter	n	%
Foundation of Higher Education	23	52.3
Individual, Group and Organizational Interventions	21	47.7
Research in Higher Education and Student Affairs	19	43.2
Assessment and Evaluation in Higher Education and Student Affairs	17	38.6
Student Development Theory	14	31.8
Student Characteristics and Effects of College on Student Development	14	31.8
Organization and Administration of Student Affairs	12	27.3
History and Philosophy of Student Affairs	11	25.0

Survey respondents had a variety of job titles reflecting leadership roles at

their respective institutions. The most frequently noted job title was Director of

Student Affairs/Services/Life/Development. This group accounted for 43% of the

respondents. The categories of Assistant or Associate Vice-President and Vice-

President, when combined, account for over 47% of the respondent group. A

detailed representation of this data can be found in Table 4.9.

Table 4.9
Current Position Title

Position Title	n	%
Director	19	43.2
Dean	4	9.1
Assistant/Associate Vice-President	10	22.7
Vice-President	11	25.0
	n = 44	% = 100

The number of years respondents had worked in their current positions

ranged from less than 5 years to greater than 20 years, with the most frequently

reported range being less than or equal to 5 years. A detailed breakdown of this

information can be found in Table 4.10.

Table 4.10
Number of Years in Current Position

Range in Years	n	%
≤ 5	24	55.8
6 – 10	14	32.6
11 – 15	1	2.3
16 – 20	1	2.3
> 20	3	7.0
	n = 43	% = 100

The majority of leaders (54%) reported directly to the President or CEO of

their institution, while 34% of the respondents reported either to an Assistant or

Associate Vice-President or Vice-President. A detailed representation of this

information can be found in Table 4.11.

Table 4.11
Reporting Relationship

Position Title	n	%
President/CEO	24	54.6
Vice-President/Executive Director	15	34.1
Assistant/Associate Vice-President	4	9.1
Dean	1	2.3
	n = 44	% = 100

Although the respondents had not generally held their current positions

for an extended period of time, the vast majority (75%) had worked in the higher

education sector for over 15 years. A detailed breakdown of this data can be

found in Table 4.12.

Table 4.12
Number of Years Working in the Higher Education Sector

Range in Years	n	%
≤ 5	0	0
6 – 10	4	9.1
11 – 15	7	15.9
16 – 20	8	18.2
21 – 25	14	31.8
> 25	11	25.0
	n = 44	% = 100

The survey respondents reported a wide range of salaries with the most frequently identified range being greater than C$135,000 annually. Over 84% of the respondents earned in excess of $95,000 per year. More detailed information regarding salaries can be found in Table 4.13.

Table 4.13

Respondent Salary Range in Canadian Dollars

Range in Canadian Dollars	n	%
$55,000 – 64,900	1	2.3
$65,000 – 74,900	3	6.8
$75,000 – 84,900	1	2.3
$85,000 – 94,900	2	4.5
$95,000 – 104,000	10	22.7
$105,000 – 114,900	4	9.1
$115,000 – 124,900	6	13.6
$125,000 – 134,900	5	11.4
> $135,000	12	27.3
	n = 44	% = 100

The majority of the respondents (37%) came from Ontario which is to be expected given the density of post-secondary institutions in that province. No surveys were returned from New Brunswick, the Northwest Territories, or Nunavut. Information regarding this data can be found in Table 4.14.

Table 4.14

Location of Respondent Institution

Province/Territory	n	%
Alberta	5	11.6
British Columbia	12	27.9
Manitoba	1	2.3
New Brunswick	0	0
Newfoundland and Labrador	2	4.7
Northwest Territories	0	0
Nova Scotia	2	4.7
Nunavut	0	0
Ontario	16	37.2
Quebec	2	4.7
Prince Edward Island	1	2.3
Saskatchewan	1	2.3
Yukon Territory	1	2.3
	n = 43	% = 100

Respondents holding university positions comprised 54% of the sample while those who were employed in community colleges made up 37% of the respondent group. There were no respondents from either technical institute. Detailed information regarding institution type can be found in Table 4.15.

Table 4.15

Respondent Institution Type

Institution Type	n	%
University	23	53.5
Community College	16	37.2
CEGEP	2	4.7
University College	2	4.7
Technical Institute	0	0
	n = 43	% = 100

Respondents were asked to indicate the full-time equivalent enrollment

(FTE) at their institutions within specified ranges. The largest group of

respondents (33%) hailed from institutions with enrollments of less than 5,000

students. Size of the institutions ranged from very large, with over 25,000 FTE

students to small with less than 5,000 FTE students. This information is

represented in more detail in Table 4.16.

Table 4.16

Enrollment at Respondent Institutions

FTE Enrollment Range	n	%
< 5000	14	32.6
5001 – 10,000	10	23.3
10,001 – 15,000	3	7.0
15,001 – 20,000	7	16.3
20,001 – 25,000	6	14.0
> 25,001	3	7.0
	n = 43	% = 100

The final question in the demographic section of the survey asked

participants to indicate whether they held membership in various professional

organizations related to student affairs/services in Canada and/or the U. S. A

majority of the respondents (86%) indicated that they were members of the

Canadian Association of College and University Student Services (CACUSS).

More than half (57%) were members of one of the major American student affairs

professional organizations—either National Association of Student Personnel

Administrators (NASPA) or the American College Personnel Association

(ACPA). When applicable, respondents were able to list more than one

professional association. Table 4.17 provides more detailed information related

to this item.

Table 4.17

Respondent Membership in Professional Associations

Name of Association	n	%
CACUSS – Canadian Association of College and University Student Services	38	86.4
NASPA – National Association of Student Personnel Administrators	16	36.4
ACPA – American College Personnel Association	7	15.9
ARUCC – Association of Registrars of Universities and Colleges in Canada	8	18.2
AACRAO – American Association of Collegiate Registrars & Admissions Officers	6	13.6

Findings Related to CAS Awareness

The majority of survey respondents (61%) reported being *aware* of the

Council for Advancement Standards in Higher Education (CAS). Those who had

some knowledge of CAS were asked to comment on their familiarity with the

standards and guidelines by indicating whether or not they had reviewed or

used the standards and guidelines to assist with program and/or service

development. Respondents were also asked to indicate whether or not they had

used the standards for assessment purposes. A summary of the findings

regarding CAS awareness and familiarity can be found in Table 4.18.

Table 4.18

Respondent Awareness of the Council for the Advancement of Standards in Higher Education (CAS)

Item	Agree n (%)	Disagree n(%)	n
Question 6	I am **aware** of the organization called the Council for Advancement of Standards in Higher Education (CAS).		
	27 (61.4)	17(38.6)	44
Question 7	I have **reviewed** the CAS standards and guidelines for one or more of the functional areas.		
	22(50.0)	22(50.0)	44
Question 8	I have **used** the CAS standards & guidelines to guide the development of student affairs related programs and services at my institution.		
	16(36.4)	28(63.6)	44
Question 9	I have used the CAS standards and guidelines to **assess** the effectiveness of student affairs related programs and services at my institution.		
	13(29.5)	31(70.5)	44

Findings Related to CAS Program Standards for Graduate Preparation

Programs

Five questions on the survey were designed to collect information

regarding the respondents' opinions related to CAS standards for graduate

preparation programs, specifically referring to program mission, objectives, and

curriculum policies. The vast majority of the respondents (> 85%) believed that

program standards related to these areas were either important or very

important. This information is detailed in Table 4.19. Questions 15 through 22

from the survey related directly to course content in CAS compliant preparation

programs. Respondents were asked to rate the importance of eight specific

curriculum components, on a 4-point Lickert-type scale, that would form the

course work of a graduate degree in student affairs administration. The

respondents were unanimous in their belief that all of the course work identified

in the standards was at least somewhat important. Most respondents (>84%) felt

that these components were either *important* or *very important*. In terms of

completing a supervised practicum, 47% of the respondents felt that this was

either *not important* or only *somewhat important*. This data is displayed in detail in

Table 4.19.

Table 4.19

Respondent Opinions Related to CAS Compliant Graduate Preparation Programs: Program Mission, Objectives and Curriculum Policies

Item	1 Not Important n(%)	2 Somewhat Important n(%)	3 Important n(%)	4 Very Important n(%)	mean n(%)	mode n(%)	sd n(%)	**n** **n(%)**
Question 10	"Each Program of professional preparation must publish a clear statement of mission and objectives prepared by program faculty in consultation with collaborating student affairs professionals and relevant committees."							
	1(2.3)	4(9.1)	14(31.8)	25(56.8)	3.4	4.	0.8	**44**
Question 11	"The statement of mission and objectives must be readily available to current and prospective students and to cooperating agencies. It must be written to allow accurate assessment of student learning and program effectiveness."							
	0(0)	2(4.7)	11(25.6)	30(69.8)	3.7	4	0.6	**43**
Question 12	"Accurate descriptions of the preparation program including the qualifications of its faculty and records of its students' persistence, graduation, and subsequent study or employment must be made readily available for review by both current and prospective students."							
	1(2.3)	4(9.1)	18(40.9)	21(47.7)	3.8	4	0.7	**44**
Question 13	"The preparation program must specify in writing and distribute to prospective students its curriculum and graduation requirements. The program must confirm to institutional policies and relevant legal mandates and must be fully approved by the Institution's administrative unit responsible for graduate programs."							
	0(0)	0(0)	9(20.5)	35(79.5)	3.8	4	0.8	**44**
Question 14	"Instruction must be performed only by faculty with credentials that clearly reflect professional knowledge, ability and skills."							
	1(2.3)	**5(11.4)**	**12(27.3)**	**26(59.1)**	**3.4**	**4**	**0.8**	**44**

Table 4.20

Respondent Opinions Related to CAS Compliant Course Content for Graduate Preparation Programs

Item	1 Not Important n(%)	2 Somewhat Important n(%)	3 Important n(%)	4 Very Important n(%)	mean n(%)	mode n(%)	sd n(%)	n n(%)
Question 15	Foundation Studies – Higher Education – "This area must include study in the historical, philosophical, psychological, cultural, sociological and research foundations of higher education that inform student affairs practice."							
	0(0)	4(9.5)	23(54.8)	15(35.7)	3.3	3	0.6	42
Question 16	Foundation Studies – Student Affairs – "This area must include the study of the history and philosophy of student affairs practice."							
	0(0)	7(15.9)	18(40.9)	19(43.2)	3.3	4	0.7	44
Question 17	Professional Studies – Student Development Theory –"This component must include studies of student development theories and related research relevant to student learning and personal development."							
	0(0)	3(7.0)	15(34.9)	25(58.1)	3.5	4	0.6	43
Question 18	Professional Studies – Student Characteristics and Effects of College on Students – " This component must include studies of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development."							
	0(0)	2(4.5)	13(29.5)	29(65.9)	3.4	4	0.6	44
Question 19	Professional Studies – Individual, Group and Organizational Interventions –"This component must include studies of techniques and methods of assessing, designing, and implementing interventions with individuals, groups, and organizations."							
	0(0)	3(7.1)	19(45.2)	20(47.6)	3.4	4	0.6	42

Item	1 Not Important n(%)	2 Somewhat Important n(%)	3 Important n(%)	4 Very Important n(%)	mean n(%)	mode n(%)	sd n(%)	n n(%)
Question 20	Professional Studies – Organization and Administration of Student Affairs – "This component must include studies of organizational management and leadership theory, student affairs functions and professional issues, ethics, and standards of practice."							
	0(0)	1(2.3)	16(37.2)	26(60.5)	3.6	4	0.5	43
Question 21	Professional Studies – Assessment, Evaluation, and Research – "This component must include studies of student and environmental assessment and program evaluation. Studies of research methodologies and critiques of published studies are essential."							
	0(0)	4(9.1)	22(50.0)	18(40.9)	3.3	3	0.6	44
Question 22	Professional Studies – Supervised Practice – "A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required."							
	6(13.6)	15(34.1)	15(34.1)	8(18.2)	2.6	3	1.0	44

The remaining 11 survey questions related to program and student

support services required for CAS compliant graduate preparation programs.

The majority of the respondents (> 76%) believed that all of these elements were

either *important* or *very important* for program delivery. All respondents indicated

that it was either *important* or *very important* for faculty members to model the

highest level of professional ethics (survey question #30). In terms of the faculty

dedicated to the student affairs program, 34% of the respondents felt that it was

not important or only *somewhat important* to have two full-time core faculty

members teaching in the program. A detailed representation of this data can be

found in Table 4.21.

Table 4.21

Respondent Opinions Related to Student and Program Support for Graduate Preparation Programs

Item	1 Not Important n(%)	2 Somewhat Important n(%)	3 Important n(%)	4 Very Important n(%)	mean n(%)	mode n(%)	sd n(%)	n n(%)
Question 23	Equal Opportunity, Access, and Affirmative Action – "This unit must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations including traditionally underrepresented, evening, part-time and commuter students."							
	1(2.3)	6(14.0)	23(53.5)	13(30.2)	3.1	3	0.7	43
Question 24	Academic and Student Support – "The institution must provide adequate faculty and support staff members for all aspects of the student affairs preparation program."							
	1(2.4)	3(7.1)	23(54.8)	15(35.7)	3.2	3	0.7	42
Question 25	Academic and Student Support – " The institution must provide an academic program coordinator who is qualified by preparation and experience to manage the program and to supervise research, curriculum development, and field placements."							
	0(0)	7(15.9)	25(56.8)	12(27.3)	3.1	3	0.7	44
Question 26	Academic and Student Support – "A minimum of the equivalent of two full-time 'core' faculty members with primary teaching responsibilities in the student affairs preparation program is required. At least one of the faculty members should be devoted full-time to the program."							
	1(2.3)	14(31.8)	16(36.4)	13(29.5)	2.9	3	0.8	44
Question 27	Academic and Student Support – "The institution must provide the opportunity and resources for the continuing professional development of program faculty members."							
	0(0)	10(23.8)	23(54.8)	9(21.4)	3	3	0.7	42
Question 28	Academic and Student Support – "Library resources must be provided for the program including current and historical books, periodicals, and other media for the teaching and research aspect of the program."							
	0(0)	6(13.6)	16(36.4)	22(50.0)	3	4	0.7	44

Item	1 Not Important n(%)	2 Somewhat Important n(%)	3 Important n(%)	4 Very Important n(%)	mean n(%)	mode n(%)	sd n(%)	n n(%)
Question 29	Academic and Student Support – " Information regarding student financial support must be provided to students regarding the availability of graduate assistantships, fellowships, work study, research funding, travel support and other financial aid opportunities."							
	0(0)	6(14.0)	24(55.8)	13(30.2)	3.2	3	0.7	43
Question 30	Professional Ethics – "Faculty members must demonstrate the highest standards of ethical behavior and academic integrity in all forms of teaching, research, publications, and professional service."							
	0(0)	0(0)	11(25.0)	33(75.0)	3.8	4	0.4	44
Question 31	Professional Ethics – "Faculty must instruct students in ethical practice and in the principles and standards for conduct in the profession."							
	0(0)	5(11.9)	10(23.8)	27(64.3)	3.5	4	0.7	42
Question 32	Professional Ethics – "Ethical expectations of graduate students must be disseminated in writing on a regular basis to all students."							
	1(2.4)	9(22.0)	19(46.3)	12(29.3)	3	3	.08	41
Question 33	Program Evaluation – "Planned procedures for continuing evaluation of the program must be established and implemented."							
	0(0)	3(7.1)	20(47.6)	19(45.2)	3.4	3	0.6	42

Further Analysis of the Data

Univariate analysis that reports findings using descriptive statistics

provided a wide range of valuable information regarding individual variables.

Bivariate analysis of data allowed for the presentation of statistics that explore

the potential relationships between variables. "Exploring relationships between

variables means searching for evidence that the variation in one variable

coincides with the variation in another variable" (Bryman, 2004, p. 230). It should

be noted that relationship does not infer causation.

The type of statistical test applied was determined according to variable

type (nominal/categorical, interval/ratio, ordinal, dichotomous). The size of the

sample was taken into consideration. Table 4.22 outlines the strategy used for

bivariate analysis based on variable type.

Table 4.22

Type of Statistical Test Used Based on Variable Type

	Nominal	Ordinal	Dichotomous
Nominal	contingency table and/or chi-square	contingency table and/or chi-square	contingency table and/or chi-square
Ordinal	contingency table and/or chi-square	Spearman's rho(p)	Spearman's rho(p)
Dichotomous	contingency table and/or chi-square	Spearman's rho(p)	phi (ϕ)

Based on demographic variables, the results of this study indicated a general unanimity of responses regardless of age, gender, highest degree earned, title, reporting relationship, salary, and years employed in higher education. This is consistent with similar research conducted in the United States which explored demographic characteristics of chief student affairs officers (Saunders, 1999).

One-way ANOVA of the data based on "CAS Awareness" yielded meaningful results. There were significant relationships reported between CAS awareness and the following variables: completion of course work in the history and philosophy of student affairs (p = .002), completion of course work in college student development (p = .004), completion of course work in student affairs administration (p = .013), and institution type (p = .024).

One-way ANOVA based on respondent title yielded some predictable results such as the relationship between title and highest degree (p = .02)., title and salary (p = 0.0), and title and reporting relationship (p = 016). When title was compared to the respondents' familiarity with CAS standards and guidelines, more interesting results were noted. I found a significant relationship in three areas: in terms of the review of standards (p = .026), in terms of CAS use (p = .016), and in terms of using CAS to assess program effectiveness (p = .007).

When considering the highest degree earned by respondents, I found that the only significant relationship existed with the variable institution type (p =

.009). The respondents' age was significant for two variables: salary range (p = .029) and the use of CAS standards and guidelines for assessment purposes (p = .029).

Whether or not the respondent worked at a university or another type of post-secondary institution was a significant factor when compared to several other variables. CAS awareness was affected by institution type (p = .024) as was using CAS for review purposes (p = .014) and institution size (p = .001).

Chapter Summary

In this chapter, the results from the *Senior Student Affairs Leaders Survey* were presented in detail. Information was categorized into three groups: demographics, CAS awareness and utilization, and respondent opinions regarding program components of a CAS compliant graduate degree in student affairs administration.

The data collected in the survey, and presented in Chapter 4, provide the information needed to address the four research questions in Chapter 5 of this dissertation. Both univariate and bivariate analyses were employed to explore the data and address the research questions.

5. DISCUSSION AND CONCLUSIONS

Based on the findings from this study, as outlined in Chapter 4, major

conclusions will be presented and explored in terms of their relationship to

future practice and linkages to the theory and research presented in Chapter 2.

Analysis of Demographic Information

The analysis of the data collected from part IV of the survey, questions 34

through 73, provides the information required to answer the first research

question: What demographic features define the current cohort of chief student

affairs officers in Canadian colleges and universities?

Age

The range and distribution of ages of the respondents is consistent with

that which is reported in the literature (Baker, 2008; Griesse, 2006; Rhyason,

2002). Fifty-five per cent of the leaders who participated in this study were over

the age of 50. This reflects the maturation of the baby-boom era and points to

large numbers of retirements expected in the next 5 to 10 years.

Gender

More than half (58%) of the respondents were men. The research on leadership in student affairs indicates that even though women hold significantly more positions than men, they are less likely to hold senior administrative jobs (Griesse, 2006). A further analysis of the data related to gender revealed that men hold more senior level positions such as assistant/associate vice-president and vice-president in Canadian post-secondary institutions. In this case, 70% of the vice-president level positions were held by men. At the director and dean level, there was an even representation of men and women. Many sources report that although women make up the majority of those participating in graduate level programs in student affairs administration, they still lag behind in terms of securing the most senior positions (Griesse, 2006; Jones & Komvies, 2001; Walton & McDade, 2001). This phenomenon exists throughout the higher education sector and is not unique to the student affairs world.

Education

In the United States, a graduate degree in student affairs is generally regarded as an entry-level credential for work in the field (Bryan & Schwartz, 1998; Carpenter, 1998; Komvies 1998; Phelps & Tobin, 1998; Winston Jr. & Creamer, 1997). A doctoral degree in student affairs, higher education, or

educational leadership is required for most vice-president level positions

(McEwan & Talbot, 1998). This is certainly not the case in Canada. The data

collected in this study showed that two individuals who hold leadership

positions in student affairs had yet to complete a bachelor's degree. Although

this represented only a small proportion of the respondents (5%), it is significant

in that it revealed that in some institutions the student affairs portfolio is not

perceived as one that merits professional credentials. The vast majority of

respondents (84%) held graduate degrees while 35% have completed, or were in

the process of completing, a doctoral degree. Men accounted for 89% of those

who had completed doctoral degrees. Women made up 83% of those who were

completing a doctoral degree. Of those who held positions at the vice-president

level, 32% held doctoral degrees and another 9% were in the process of

completing doctoral degrees. The data revealed that there was a great diversity

in the academic preparation of Canadian student affairs leaders. Over half of the

respondents (51%) did not complete a master's degree in the field of education.

Those who did study education tended to specialize in three areas: higher

education, educational psychology, and adult education. At the doctoral level,

73% of the respondents had or were completing degrees in the field of education

with higher education, student affairs administration, and leadership being the

most frequently cited specializations. None of the master's level graduates had

completed degrees in student affairs while three doctoral level respondents had

completed degrees specializing in student affairs administration. The doctoral

degrees in student affairs were all completed at American universities. It is not

surprising that there are so few leaders with bona fide credentials in student

affairs administration as there are no graduate programs in Canada with this

specialization. It is important to note that even though the student affairs option

is not available in Canada, 34% of those respondents who had completed a

master's degree reported that their theses focused on student affairs themes. Of

those who held doctoral degrees, 44% completed dissertation research in the

student affairs field. Given these findings, it appears that although there is no

opportunity to formally study student affairs administration at the graduate

level in Canada, the desire exists to do so. A very similar situation exists in the

United Kingdom where the opportunity to study student affairs at the graduate

level also does not exist (Rybalkina, 2004).

The implications related to the inability of Canadian student affairs

practitioners to study professionally in Canada are significant. Does this mean

that Canadian student affairs practitioners are not able to perform in their

current roles at an acceptable level? Certainly not. Many successful practitioners

have adapted by pursuing relevant research and scholarly literature

independently. Having a graduate degree in student affairs administration does

not necessarily mean that an individual will be successful in the field, however, it should be noted that leading scholar/practitioners in the student affairs domain are very definite in their assertion that to be considered a professional student affairs practitioner, one must hold a credential in student affairs administration.

The Council for the Advancement of Standards in higher education indicates that a master's degree in student affairs should be the entry level credential for those working in the field. The Canadian Association of College and University Student Services (CACUSS) is a member of CAS and as such, we should take heed of this recommendation. However, the more appropriate question may be could student affairs practitioners be more effective if they had a deeper appreciation of the research and theory that informs student affairs practice (that is, the type of appreciation that one develops through the completion of a high quality graduate program)? Without a doubt. I contend that the answer to this question is yes.

Membership in Professional Organizations

As reported in Chapter 4, 86% of the survey respondents were members of CACUSS. A smaller but significant number of respondents (40%) also belonged to NASPA. It would have been useful to have included a question in the survey which asked respondents how they maintained their professional knowledge as

they may also be involved with other professional and academic organizations

such as ASHE (Association for the Study of Higher Education) and/or CSSHE

(Canadian Society for the Study of Higher Education).

Years in Current Position and Years in Higher Education

Most of the survey respondents (56%) reported holding their current

position for less than five years. Although they had spent relatively little time in

these positions, they had many years of experience in the higher education

sector. The same proportion of respondents (56%) had worked in the higher

education sector for over 20 years. Given the effects of current age demographic,

it appears that there will continue to be significant movement within the student

affairs leadership cohort across Canada in the foreseeable future.

A Definition of the Current Cohort of Canadian Student Affairs Leaders

Student affairs leaders in Canada come from a wide variety of

backgrounds in terms of their work experience and educational preparation.

Based on the data collected in this study, the *average* student affairs leader is a

male between the ages of 50 and 59. He holds a bachelor's degree in one of the

social sciences and a master's degree in one of the specializations related to the

broad field of education. He has completed graduate-level course work in higher

education; individual, group, and organizational interventions; and research. He

is a member of CACUSS. In terms of his current employment situation, he most

likely holds a position at the vice-president level in a university. He has held this

position for less than 5 years; however, he has worked in the higher education

sector for over 20 years. This hypothetically typical individual reports directly to

the president or CEO of his organization and earns in excess of $95,000 annually.

This is comparable to the salary of a full professor in Canada which averages

$95,904 CDN annually (Statistics Canada, 2008).   The institution where he works

has a full-time equivalent enrollment of less than 5,000 students.

Analysis of Data Related to CAS Awareness

The analysis of the data collected from part IV of the survey, question 6,

provided the information required to answer the second research question: Are

Canadian student affairs leaders aware of the organization called the Council for

the Advancement of Standards in Higher Education (CAS)? Responses from part

IV, questions 7 through 9, provide information needed to answer the third

research question: Have the student affairs leaders reviewed and used the CAS

standards to aid with the development, implementation, and assessment of student affairs programs and services?

Keeping in mind that the respondents to the survey were all student affairs leaders, it is significant that 39% of them did not have any awareness of CAS as an organization. This lack of awareness indicated the limited exposure many student affairs leaders have to professional standards of practice in the field. This is not to say that CAS is the only source of information regarding best practices in student affairs. There are several other sources including CACUSS, NASPA, and the ACPC which promote best practice and standards in student affairs; however, CAS is the umbrella organization that represents the collective wisdom and experience of all of these, and many more, student affairs-related professional associations.

To further illustrate the respondents' understanding of the content and value associated with the CAS standards, the following should be considered. Although 61% of the respondents had heard of CAS, only 50% had reviewed the content of one or more of the standards. Thirty-six percent of the respondents had used the standards and guidelines for the development of programs and services, and 30% reported using the standards for the more complex task of assessing the usefulness of programs and services. In response to the third research question, only a minority (36%) of Canadian student affairs leaders had

used the CAS standards to guide the development of new programs or services. Even fewer (30%) reported having used the standards for assessment purposes.

A significant difference (p < 0.01) exists in CAS awareness depending upon the respondent's institution type. When the data was sorted into two categories, respondents employed by universities and respondents employed by non-degree granting post-secondary institutions, it was evident that the respondents who worked in the university sector were more likely to be aware of CAS as an organization. Seventy-eight percent of university employees were aware of CAS, whereas, only 45% of non-university employees were aware of the organization.

Analysis of Data Related to the Program Components of a CAS Compliant Graduate Degree in Student Affairs Administration

The analysis of the data collected from part III of the survey, questions 10 through 33, provided the information required to answer the fourth research question: Do the student affairs leaders agree that the 11 standards for professional graduate preparation programs in student affairs administration as defined by CAS apply in a Canadian context?

The standards and guidelines that related to graduate preparation programs were the first to be developed under the CAS umbrella. They have

been in existence since 1986 and have been reviewed and updated on two

occasions (Dean, 2006). Given that the standards represent the collective wisdom

of leading practitioners and scholars (Miller, 1991) it was not surprising to find

that Canadian student affairs leaders generally believed that there is value

inherent in all of the stated program components. Central to this study is the

degree to which student affairs leaders believe these program components are

relevant in a Canadian context. Further to the information detailed in Chapter 4,

several significant findings will be discussed in greater detail. To simplify this

process, findings from part IV of the survey will be broken into the following

sections:

i)   Mission and Objectives, Recruitment and Admission, Curriculum Policies
     (questions 10–14)

ii) Curriculum; Foundation Studies, Professional Studies
     (Questions 15–22)

iii) Equal Opportunity and Access, Academic and Student Support,
     Professional Ethics, Program Evaluation
     (questions 23–33)

Standards Related to Mission and Objectives, Recruitment, Admission, and Curriculum Policies

A significant proportion of respondents (> 86%) felt that the standards and

guidelines regarding the following were either *important* or *very important*: i)

providing a written statement of the program mission and objectives; ii)

providing prospective students with information regarding the qualifications of

its faculty and records of students' persistence, graduation, and subsequent

study or employment; and iii) that instruction must be performed only by those

whose credentials clearly reflect professional knowledge, ability, and skills.

With respect to curriculum policies, all respondents indicated that it was

either *important* or *very important* that the preparation program must specify in

writing and distribute to prospective students its curriculum and graduation

requirements. The program must conform to institutional policies and relevant

legal mandates and must be fully approved by the institution's administrative

unit responsible for graduate studies.

Given the level of support for these program components, it would reasonable to

indicate that Canadian practitioners would include them in a Canadian version

of a CAS compliant graduate degree in student affairs administration.

The information presented in Table 5.1 is a rank order listing of

respondents' opinions regarding CAS guidelines for the objectives, mission, and

curriculum policies related to compliant graduate preparation programs (survey

part III, questions 10 to 14).

Table 5.1

Rank Order Listing of Program Components Related to Objectives, Mission and Curriculum Policies

Rank	Survey Question #	Policy Issue Detail	% of *Important* or *Very Important*
1	13	Must comply with institutional requirements for graduate programs, must distribute written requirements for curriculum and graduation	100.0
2	11	Demonstrate assessment of student learning	95.4
3	10	Clear statement of mission and objectives	88.6
3	12	Qualifications of faculty, persistence of past students	88.6
4	14	Credentials of faculty	86.4

Standards Related to Curriculum: Foundation Studies and Professional Studies

Specific course work in CAS compliant graduate preparation programs is separated into two categories: Foundation Studies and Professional Studies. There are two content areas within the foundation studies section—higher education and student affairs. The overwhelming majority of respondents (> 80%) indicated that knowledge acquisition in these areas was either *important* or *very important*. As is the case with many studies, results can be unanticipated and confounding. The researcher is unable to explain why nine of the respondents felt that a course in the history and philosophy of student affairs was only

somewhat important as part of a graduate program in student affairs

administration. Within the category of professional studies, content areas include

the following;

- student development theory
- student characteristics and the effects of college on students
- individual, group and organizational interventions
- organization and administration of student affairs
- assessment, evaluation, and research
- supervised practice.

In all of these subject areas there was significant agreement (>92%) that the

content is appropriate for Canadian student affairs practitioners since

respondents rated these items as either *important* or *very important*. The content

area with the lowest rating (*mean* = 2.6) is the supervised practice where 48% of

the respondents felt that it was either *not important* or only *somewhat important*.

This could be the result of the depth of experience of the survey respondents. The

American experience is very different in that many graduate students in student

affairs programs enter the programs directly following their undergraduate

experience. For these students, a supervised practice experience is an essential

component of their graduate education. This component of a graduate

preparation program for Canadian practitioners would have to be adapted to

suit the audience. This will be discussed in greater detail in the recommendations noted later in the chapter.

The information presented in Table 5.2 is a rank order listing of respondent's opinions with regards to CAS guidelines for the course content related to compliant graduate preparation programs (survey part III, questions 15 to 22).

Table 5.2

Rank Order Listing of Course Content Related to CAS Compliant Graduate Preparation Programs

Rank	Course Content Area	% of Important or Very Important
1	Organization and Administration of Student Affairs	97.7
2	Student Characteristics and Effects of College on Student Development	95.4
3	Student Development Theory	93.0
4	Individual, Group and Organizational Interventions	92.8
5	Assessment, Evaluation and Research	90.9
6	Foundations of Higher Education	90.5
7	Foundations of Student Affairs	84.1
8	Supervised Practice	52.3

Standards Related to Equal Opportunity and Access, Academic and Student Support, Professional Ethics, and Program Evaluation

The 11 remaining standards relate to program and student support required in a CAS compliant graduate preparation program.

It is interesting to note that the most important component in this section is the ethical standards exhibited by program faculty. All respondents listed this as either *important* or *very important*. In many ways this reflects the value system and expectation of professionalism that is a hallmark of the student affairs profession. The least important program component identified in this section was the requirement to have two faculty members devoted to the program. The standard stipulates that one of these faculty members must be appointed to the program on a full-time basis. Only 70% of the respondents rated this as either *important* or *very important*.

The information presented in Table 5.3 is a rank order listing of respondents' opinions in regard to CAS standards for program support (Survey part III, questions 23 to 33).

Table 5.3

Rank Order Listing of Equal Opportunity and Access, Academic and Student Support, Professional Ethics, and Program Evaluation Program Components

Rank	Course Content Area	% of Important or Very important
1	Ethical standards of faculty	100
2	Regular program evaluation	92.8
3	Sufficient number of faculty and support staff for program	90.5
4	Instructor related professional ethics standards	88.1
5	Adequate library resources	86.4
6	Information regarding availability of student awards and financial aid	86.0
7	Dedicated program coordinator for Student Affairs	84.1
8	Equal opportunity, Access and Affirmative Action	83.7
9	Professional development opportunities for faculty	76.2
10	Ethical standards published and distributed to students	75.6
11	Minimum of two full-time core faculty members dedicated to program	65.9

The information presented in Table 5.4 represents a rank order listing of the data collected related to all the various component parts of a CAS compliant program. As such, it includes the data reported in Tables 5.1, 5.2, and 5.3.

Table 5.4

Rank Order Listing of all Program and Course-Related Components of a CAS Compliant Graduate Preparation Program in Student Affairs

Rank	Standard / Course	% of Important or Very Important
1	Ethical standards of faculty	100
1*	Must comply with institutional requirements for graduate programs; must distribute written requirements for curriculum and graduation	100
2	Course content - Organization and Administration of Student Affairs	97.7
3	Demonstrate assessment of student learning	95.4
3*	Course content - Student Characteristics and Effects of College on Student Development	95.4
4	Course content – Student Development Theory	93.0
5	Regular program evaluation	92.8
5*	Course content - Individual, Group and Organizational Interventions	92.8
6	Course content – Assessment, Evaluation and Research	90.9
7	Course content – Foundations of Higher Education	90.5
7*	Sufficient number of faculty and support staff for program	90.5
8	Clear statement of mission and objectives	88.6
8*	Qualifications of faculty, persistence of past students	88.6
9	Instruction related to professional ethics standards	88.1
10	Adequate library resources	86.4
10*	Credentials of faculty	86.4
11	Information regarding the availability of student awards	86.0
12	Dedicated program coordinator for Student Affairs	84.1
12*	Course content – Foundations of Student Affairs	84.1

Rank	Standard / Course	% of Important or Very Important
13	Equal Opportunity, Access and Affirmative Action	83.7
14	Professional development opportunities available for faculty	76.2
15	Ethical standards published and distributed to students	75.6
16	Minimum of two full-time core faculty members for Student Affairs program	65.9
17	Supervised practicum	52.3

* indicates duplicate rank scores

Given the data presented in Table 5.4, it is evident that student affairs leaders in Canada believe that the standards developed by CAS for a graduate preparation program in student affairs administration are applicable in the Canadian context. The only program area that would require further exploration would be the supervised practice component. The data suggests that this component would have to be adapted to accommodate learners who have significant prior experience in the student affairs field.

6. RECOMMENDATIONS

These recommendations will be of interest to a broad and diverse audience, including senior administrators from the college and university sectors, student affairs practitioners (leaders, new professionals, and support staff), graduate educators, executives and senior staff of professional associations, human resources managers, and higher education scholars. Given the inclusion of references to the CAS standards, these recommendations may attract the interest of universities in the United States which see Canada as a potential market for graduate programs in student affairs administration.

Recommendations Related to Professional Practice

1. A significant effort must be made to further educate student affairs practitioners with respect to the existence of (the Council for the Advancement of Standards in Higher Education) CAS as an organization, its mandate, and the resources it provides. The most obvious method of presenting this information would be via professional development materials disseminated by CACUSS to its membership. A separate initiative could identify non-CACUSS members and provide them with

information related to CAS. This could also enhance the value of a

membership in CACUSS in those institutions that are not currently

members.

2. Given the significant difference in CAS awareness between university and

non-university student affairs practitioners, a special effort should be

made to educate those working in the college sector regarding the value of

the CAS standards and guidelines. A presentation, given by a

knowledgeable CACUSS member at the annual Association of Canadian

Community Colleges (ACCC) conference, could provide the opportunity

to educate practitioners in this sector. Since many of the attendees at this

conference are senior administrators and executive level employees, it

would also serve as an awareness-building exercise for those not directly

related to the day-to-day student affairs operation in their colleges.

Because of financial restrictions, many institutions are not able to send

staff to the national CACUSS conference and instead opt for participating

in their provincial associations' annual professional development events.

These provincial conferences would also provide an excellent opportunity

for the dissemination of CAS related information.

3. Although there is some debate regarding the value of CACUSS membership in CAS, I strongly recommend that CACUSS remain an active member of the CAS and participate to the fullest extent possible to maintain a Canadian presence within the organization. (I have articulated this recommendation due to information gathered from peers during conversations at the 2008 CACUSS conference in St. John's NL. Several colleagues indicated to me that the CACUSS executive were discussing the value of maintaining a CAS membership given the significant cost of membership fees).

4. There is clearly a demonstrated need for the creation of a graduate-level preparation program in student affairs administration in Canada. Given the responses to the curriculum portion of the survey, it is clear that current student affairs leaders support virtually all of the components contained within a CAS compliant master's level program in student affairs administration. To further justify this assertion, I point to the student affairs literature, where numerous student affairs scholars indicate that a graduate degree which focuses on student affairs is preferable for those who aspire to advanced levels of professional practice (Barr and Desler, 1998; Blolund and Stamatakos, 1990; Bryan and

Schwartz, 1998; Carpenter, 1998; Griesse, 2006). Given that the

respondents had limited exposure to graduate level course work in

student affairs related history and philosophy, student affairs

administration, student development theory, student characteristics and

the effects of college on students, and research and assessment, it is

reasonable to state that a graduate program designed to cover this

material would be appropriate in a Canadian context. (Please refer to

Table 4.8 for respondent course completion information). In the absence

of a graduate program which provides the opportunity to reflect

specifically on the student affairs literature, practitioners are left no

alternative but to search out this information independently. This can be

an onerous task for even the most motivated individual.

The CAS model could be used as a starting point for the

development of a program that contains all of the components of a CAS

compliant program enhanced by information regarding the development

of student affairs practice in Canada and the unique environment this

country provides for post-secondary study.

5. A graduate diploma in student affairs administration should be developed in conjunction with the degree program for those practitioners who already hold a graduate-level degree.

6. This graduate program in Student Affairs Administration should be readily available to practitioners across Canada and could be offered through a consortium of universities. The program should be delivered through a variety of methods including traditional lectures, on-line courses, and summer institutes. Faculty should be skilled practitioners as well as scholars with appropriate experience working in the Canadian post-secondary sector

7. Those in a position to hire student affairs leaders should be made aware of the existence of graduate preparation programs that emphasize the history, theory, and practice specific to student affairs professionals and to higher education in general.

Recommendations for Future Research

Since there has been very limited research conducted related to student affairs practice in Canada, the potential for future research is virtually limitless. As a result of this body of work, several recommendations are presented here.

1. Research into the most appropriate method of delivering a graduate program in student affairs administration in Canada should be undertaken. Specifics related to methods of delivery, prior learning assessment, program content, and focus should be delineated.

2. A comprehensive history of the evolution of student affairs practice in Canada should be written.

3. Studies which compare the nature of student affairs practice in the university and college sectors would be illuminating. From this, research should be conducted to establish whether or not there are differing needs for students attending colleges versus those who attend university.

4. Studies which explore the chief student affairs officer's perceptions regarding the role of student affairs versus the institution president's perceptions could yield interesting findings.

5. Research which captures information about the preferences for graduate study of beginning student affairs practitioners could help guide the future development of a graduate program in Canada.

Some Closing Thoughts

Optimal student affairs practice is grounded in the belief that individuals who participate in post-secondary education, both students and staff, need to develop both intellectually and holistically throughout their academic years and professional experience.

The core work of any student affairs division should be proactive, purposeful, and learning-based, not administrative in focus. Practitioners should promote themselves on campus by emphasizing their role as partners in the educational process, not merely as passive supporters of the academic agenda.

Student affairs staffs have the advantage of being well-positioned to take a macro view of institutional operations. They focus on the entire student

population rather than departmentally-based cohorts of students and as such, should work to influence institutional priorities.

Just as professional work by student affairs leaders must be purposeful and driven by the desire to maximize student learning and development, so should their own personal learning agendas. Canadian student affairs practitioners, especially those who aspire to leadership roles, require a graduate-level education that explores the theoretical frameworks and develops a deeper understanding of the philosophical underpinnings of modern student affairs practice. When this theoretical knowledge is combined with <u>bona fide</u> work experience in student affairs, a deeper level of understanding is achieved. It is this deeper level of understanding that will be required for those who accept the challenge of taking on leadership roles in the complex world of student affairs and higher education in the future. The time has come to make these learning opportunities widely accessible for student affairs practitioners across Canada.

> If I have been able to see further than others, it is because I have stood on the shoulders of giants. - Sir Isaac Newton

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APPENDIX A – Definitions

Higher Education

For the purposes of this study, this term refers to education received after the completion of secondary school or its equivalent. Also used in this context are the terms post-secondary education and tertiary education. In Canada, this applies to community colleges, universities, technical institutes, and university colleges.

Student Affairs Leader/Chief Student Affairs Officer (CSAO)

This individual is the highest ranking student affairs practitioner in a post-secondary institution. They have overall responsibility of all of the activities and functions of the various organizational units that comprise the Student Affairs/Services division. There can be many different titles assigned to this position including Vice President of Student Affairs/Services, Dean of Students/Student Affairs/Student Services, Director of Student Affairs/Services and a variety of other combinations.

Student Affairs or Student Services

For the purpose of this study the term student affairs will be used to refer to those functions and activities, outside the traditional academic sphere, related

to the support and holistic development of students in post-secondary institutions. Given the unique configuration of each college or university, these functional units can vary considerably. Departments included in the student affairs division could include any of the following: functions associated with the Office of the Registrar, high school liaison, recruitment, academic advising, counselling, remedial academic support, support for unique student groups (aboriginal students, international students, GLBTQ students), services for physically challenged students, residential life, athletics, student government, student clubs and associations, daycare services, chaplain service and career counselling & placement services.

The term student affairs is used in this study; however, it could be replaced with the term student services. This nomenclature varies from institution to institution with the use of student affairs being more prevalent in the university environment and Student Services being used almost exclusively in the community college sector.

APPENDIX B – Letter of Support from CACUSS

February 11th, 2007

Ms. Cynthia Howman
Dean of Students
P.O. Box 2449
College of the North Atlantic – Qatar
Doha, Qatar
Arabian Gulf

Dear Ms. Howman;

Thank you for your letter of January 19th, 2007 in which you requested a letter of support from the Canadian Association of College and University Student Services for your doctoral research.

On behalf of the Board of Directors of the Canadian Association of College and University Student Services I am pleased to offer this letter of support to your doctoral research entitled - *Preparing Student Affairs Leaders for Canadian Colleges and Universities: Do the Council for the Advancement of Standards in Higher Education (CAS) Standards Apply* ?

I personally look forward to seeing the results of your research!

Sincerely;

Robert Shea
President
Canadian Association of College and University Student Services.
Assistant Professor (Post Secondary)
Faculty of Education
Memorial University of Newfoundland
St. John's, NL
A1C 5S7
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APPENDIX C – Acronyms

CSAO – Chief Student Affairs Officer

ACCC – Association of Canadian Community Colleges

AUCC – Association of Universities and Colleges of Canada

ACE – American Council of Education

SSSO – Senior Student Services Officers

CACUSS – Canadian Association of College and University Student Services

NASPA – Student Affairs Administrators in Higher Education (formerly -

National Association of Student Personnel Administrators)

ACPA – College Student Educators International (formerly – American College

Personnel Association)

CAS – Council for the Advancement of Standards in Education

APPENDIX D – Senior Student Affairs Leaders Survey

Senior Student Affairs Leaders Survey

Graduate Preparation Programs in Student Affairs Administration:

Assessing the Canadian Context

The purpose of this study is to gather information pertaining to the work histories and academic preparation of those who currently hold leadership positions in Student Affairs in Canadian post-secondary institutions.

In addition, you will be asked to comment on a set of standards created for graduate preparation programs in Student Affairs Administration by the Council for the Advancement of Standards in Higher Education (CAS).

By participating in this survey, you will be contributing to a small, but growing body of knowledge regarding student affairs practice in Canada. In June, 2008, the results from the survey will be presented at the annual CACUSS conference in St. Johns, Newfoundland.

Thank you, Cynthia Howman, EdD candidate, Simon Fraser University

Part I - Participant Awareness and Consent

1. I understand that my participation in this survey is voluntary and that by completing this on-line survey, I am consenting to participate.

YES   NO

2. I understand that the information collected in this survey will initially be stored on a server located in Canada. This server, hosted by Grapevine Surveys, is located in a "state of the art" IBM data centre which is protected behind their firewall and supported on their reliable network access. This site is secured by GeoTrust. Servers are located in a locked cage and are also password protected. All data transfered is secured under 128 bit encryption which is the

same level that a bank would use to transfer credit card data. Once the data collection phase of the study has been completed, all information will be moved to the researchers' personal computer and downloaded on a password protected person storage devise.

YES | NO |

3. I understand that knowledge of my identity is not required. I will not be asked to include my name or any other identifying information during the completion of this survey.

YES | NO |

4. I understand that if I have any concerns and/or complaints, they can be addressed to Dr. Hal Weinberg, Director, Office of Research Ethics, Simon Fraser University, at hal_weinberg@sfu.ca, 778-782-6593.

YES | NO |

5. I understand that the results of this research can be obtained from Cynthia Howman who can be contacted via email at cyndy.howman@cna-qatar.edu.qa.

YES | NO |

Part II - Questions related to the Council for the Advancement of Standards in Higher Education (CAS)

6. I am **aware** of the organization called *The Council for the Advancement of Standards in Higher Education* (CAS).

YES | NO |

7. I have reviewed the CAS standards & guidelines for one or more of the functional areas.

YES | NO |

8. I have used the CAS standards & guidelines to judge the quality and effectiveness of student affairs related programs at my institution.

YES   NO

9. I have used the CAS standards & guidelines to guide the development of student affairs related programs and/or services at my institution.

YES   NO

Part III - Evaluating the CAS standards as they apply to Graduate Preparation Programs

In this section of the survey, you will be asked to indicate the extent to which you agree with the inclusion of a variety of standards related to graduate preparation programs (M.Ed. or M.A.) in Student Affairs Administration, **in a Canadian context**.

The eleven standards presented are taken from the CAS *Book of Standards for Higher Education, 2006*.

10. Graduate Program in Student Affairs - Mission & Objectives

Please indicate the extent to which you believe the following statements are important.

"Each program of professional preparation must publish a clear statement of mission and objectives prepared by the program faculty in consultation with collaborating student affairs professionals and relevant advisory committees."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

11. Mission & Objectives

"The statement of mission & objectives must be readily available to current and prospective students and to cooperating faculty and agencies. It must be written to allow accurate assessment of student learning and program effectiveness."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

12. Recruitment and Admission

"Accurate descriptions of the preparation program including the qualifications of its faculty and records of its students' persistence, graduation, and subsequent study or employment must be made readily available for review by both current and prospective students."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

13. Curriculum Policies

"The preparation program must specify in writing and distribute to prospective students its curriculum and graduation requirements. The program must conform to institutional policies and relevant legal mandates and must be fully approved by the Institution's administrative unit responsible for graduate programs."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

14. Curriculum Policies

"Instruction must be performed only by faculty with credentials that clearly reflect professional knowledge, ability and skills."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

15. Curriculum

Foundation Studies - Higher Education

"This area must include study in the historical, philosophical, psychological, cultural, sociological and research foundations of higher education that inform student affairs practices."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

16. Curriculum

Foundation Studies - Student Affairs

"This area must include the study of the history and philosophy of student affairs practice."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

17. Curriculum

Professional Studies - Student Development Theory

"This component must include studies of student development theories and related research relevant to student learning and personal development."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

18. Curriculum

Professional Studies - Student Characteristics and Effects of College on Students

"This component must include studies of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

19. Curriculum

Professional Studies - Individual, Group and Organizational Interventions

"This component must include studies of techniques and methods of assessing, designing, and implementing interventions with individuals, groups, and organizations."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

20. Curriculum

Professional Studies - Organization and Administration of Student Affairs

"This component must include studies of organizational management and leadership theory, student affairs functions and professional issues, ethics, and standards of practice."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

21. Curriculum - Professional Studies - Assessment, Evaluation, and Research

"This component must include studies of student and environmental assessment and program evaluation. Studies of research methodologies and critiques of published studies are essential.

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

22. Curriculum - Professional Studies - Supervised Practice

"A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

23. Equal Opportunity, Access, and Affirmative Action

"The unit must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations including traditionally underrepresented, evening, part-time and commuter students."

not important	somewhat important	important	very important
1	2	3	4

24. Academic and Student Support

"The institution must provide adequate faculty and support staff members for all aspects of the student affairs preparation program."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

25. Academic and Student Support

"The institution must provide an academic program coordinator who is qualified by preparation and experience to manage the program and to supervise research, curriculum development, and field placements."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

26. Academic and Student Support

"A minimum of the equivalent of two full-time "core" faculty members with primary teaching responsibilities in the student affairs preparation program is required. At least one faculty member should be devoted full-time to the program."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

27. Academic and Student Support

"The institution must provide opportunity and resources for the continuing professional development of program faculty members."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

28. Academic and Student Support

"Library resources must be provided for the program including current and historical books, periodicals, and other media for the teaching and research aspect of the program."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

29. Academic and Student Support

"Information regarding student financial support must be provided to students regarding the availability of graduate assistantships, fellowships, work study, research funding, travel support and other financial aid opportunities."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

30. Professional Ethics

"Faculty members must demonstrate the highest standards of ethical behavior and academic integrity in all forms of teaching, research, publications, and professional service."

Important	Somewhat Important	Important	Very Important
1	2	3	4

31. Professional Ethics

"Faculty must instruct students in ethical practice and in the principles and standards for conduct in the profession."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

32. Professional Ethics

"Ethical expectations of graduate students must be disseminated in writing on a regular basis to all students."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

33. Program Evaluation

"Planned procedures for continuing evaluation of the program must be established and implemented."

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

Part IV - Participant Demographic Information

34. What is your current position title?

___ | Director of Student Affairs/Services/Life/Development

___ | Dean of Student Affairs/Services/Life/Development

___ | Associate/Assistant Vice President of Student Affairs/Services/Life/Development

___ | Vice President of Student Affairs/Services/Life/Development

Other, Please Specify

_____

35. To whom do you report?

___ | Dean of Student Affairs/Services/Life/Development

| Associate/Assistant Vice President of Student Affairs/Services/Life/Development

| Vice President of Student Affairs/Services/Life/Development

| President/Provost/CEO

Other, Please Specify

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36. What is your gender?

⌣ Male

⌣ Female

37. What is your current age in years?

⌣ 20 to 24

⌣ 25 to 29

⌣ 30 to 34

⌣ 35 to 39

⌣ 40 to 44

⌣ 45 to 49

⌣ 50 to 54

⌣ 55 to 59

⌣ 60 to 64

⌣ 65 to 69

⌣ 70 or older

38. What is your current salary range?

⌣ less than $54,999

⌣ $55,000 to 64,999

⌣ $65,000 to 74,999

◌ $75,000 to 84,999

◌ $85,000 to 94,999

◌ $95,000 to 104,999

◌ $105,000 to 114,999

◌ $115,000 to 124,999

◌ $125,000 to 134,999

◌ over $135,000

39. Please indicate the number of years you have served in your current position.

◌ less than 5 years

◌ 5 to 10 years

◌ 11 to 15 year

◌ 16 to 20 years

◌ over 20 years

40. Please indicate the number of years you have worked in the higher education sector.

◌ less than 5 years

◌ 5 to 10 years

◌ 11 to 15 years

◌ 16 to 20 years

◌ 21 to 25 years

◌ over 25 years

41. Have you completed a bachelor's degree?

YES | NO

42. Please indicate the field of study for your bachelor's degree. (You may select more than one).

___| Social Science (psychology, sociology, anthropology, economics, etc.)

___| Humanities (fine arts, history, philosophy, languages, literature, etc.)

___| Education

___| Science (biology, physics, chemistry, earth science, etc.)

___| Engineering

___| Business or Commerce

___| Social Work

Other, Please Specify:

---

43. Have you completed a master's degree?

YES | NO

44. Are you currently working to complete a master's degree?

YES | NO

45. Is the master's degree you are currently pursuing in the field of Education?

YES | NO

46. Please indicate which field of Education you are currently studying (i.e., adult education, curriculum development, higher education, educational psychology, educational leadership).

---

47. Please indicate the field of study for the master's degree you are currently pursuing.

___| Social Science (psychology, sociology, anthropology, economics, etc.)

___| Humanities (fine arts, history, philosophy, languages, literature, etc.)

___| Science (biology, chemistry, physics, earth science, etc.)

___| Engineering

___| Business or Commerce

___| Social Work

Other, Please Specify

48. Is you master's degree being completed at a Canadian University?

YES | NO |

49. In which country are you completing your master's degree?

50. Did you complete your master's degree in the field of Education?

YES | NO |

51.

52. Please indicate the field of study for your master's degree (you may choose more than one).

___| Social Science (psychology, sociology, anthropology, economics, etc.)

___| Humanities (fine arts, history, philosophy, languages, literature, etc.)

___| Science (biology, chemistry, physics, earth science, etc.)

___| Engineering

___| Business or Commerce

___| Social Work

Other, Please Specify

53. Was your master's level graduate work completed at a Canadian University?

YES | NO

54. In which country did you complete your master's degree?

_____

55. Did you master's degree thesis involve research in the student affairs field?

Yes

No

Not Applicable - I completed a non-thesis master's degree

56. Have you completed a doctoral degree?

YES | NO

57. Are you currently working to complete a doctoral degree?

YES | NO

58. Is the doctoral degree you are currently pursuing in the field of Education?

YES | NO

59. Please indicate which field of Education you are currently studying (ie: adult education, curriculum development, higher education, educational psychology, educational leadership).

_____

60. Please indicate the field of study for the doctoral degree you are currently persuing.

Social Science (psychology, sociology, anthropology, economics, etc.)

___| Humanities (fine arts, history, philosophy, languages, literature, etc.)

___| Science (biology, chemistry, physics, earth science, etc.)

___| Engineering

___| Business or Commerce

___| Social Work

Other, Please Specify

---

61. Is your doctoral degree being completed at a Canadian university?

YES | NO

62. In which country are you completing your doctoral degree?

---

63. Did you complete your doctoral degree in the field of Education?

YES | NO

64. Please indicate the field of study for your doctoral degree (you may select more than one).

___| Social Science (psychology, sociology, anthropology, economics, etc.)

___| Humanities (fine arts, history, philosophy, languages, literature, etc.)

___| Science (biology, chemistry, physics, earth science, etc.)

___| Engineering

___| Business or Commerce

___| Social Work

Other, Please Specify

---

65. Please indicate which field of "Education" you studied at the doctoral level (ie:

adult education, curriculum development, higher education, educational psychology).

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66. Was your doctoral level work completed at a Canadian university?

YES **NO**

67. In which country did you study at the doctoral level?

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68. Did you doctoral dissertation involve research in the student affairs field?

YES **NO**

69. Have you completed graduate level courses (masters or doctoral) in the following subject areas?

	Yes	No
Foundations of Higher Education	✓	✓
History & Philosophy of Student Affairs	✓	✓
Student Development Theory	✓	✓
Student Characteristics & and the Effect of College on Students	✓	✓
Individual, Group or Organizational Interventions	✓	✓

Assessment and Evaluation in Higher Education/Student Affairs		

Research in Higher Education/Student Affairs		

Organization and Administration of Student Affairs		

70. Please indicate if you are a member of any of the following professional organizations. (You may select more than one).

☐ CACUSS - Canadian Association of College and University Student Services

☐ NASPA - National Association of Student Personnel Administrators

☐ ACPA - American College Personnel Association

☐ ARUCC - Association of Registrars of Universities and Colleges in Canada

☐ AACRAO - American Association of Collegiate Registrars and Admissions Officers

71. Please indicate the location of your institution.

    ⏣ Alberta

    ⏣ British Columbia

    ⏣ Manitoba

    ⏣ New Brunswick

    ⏣ Newfoundland & Labrador

    ⏣ Northwest Territories

    ⏣ Nova Scotia

    ⏣ Nunavut

    ⏣ Ontario

    ⏣ Quebec

    ⏣ Prince Edward Island

    ⏣ Saskatchewan

    ⏣ Yukon Territory

72. At which type of institution do you work?

    ⏣ CEGEP

    ⏣ Community College

    ⏣ Technical Institute

    ⏣ University College

    ⏣ CAAT

    ⏣ University

73. Please indicate the range that most closely describes the full-time equivalent enrollment at your institution.

⌣ Less than 5,000

⌣ 5001 to 10,000

⌣ 10,001 to 15,000

⌣ 15,001 to 20,000

⌣ 20,001 to 25,000

⌣ more than 25,001

74. You have completed the survey!

If you would like to go back and review and /or change your answers, you must select "YES" now.

Once you click "submit", you will not be able to return to the survey.

YES NO