



2024 AAMC Group on Student Affairs Staffing Survey Report

Valerie Dandar, MA, and Irena Tartakovsky, MD
AAMC.ORG

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Acknowledgments

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Introduction

Since the early 2000s, the AAMC has sought to collect feedback from its Group on Student Affairs (GSA) about the organization of medical schools' student affairs offices and the resources they have, namely staff to execute the functions of the office. The last time the AAMC collected student staffing data was in 2015. Based on the data collected at that time, the AAMC created an analysis of student support offices that many institutions have used in evaluating their staffing plans in recent years.

Given the impact of the COVID-19 pandemic and the many changes that have occurred in medical education since 2015, medical schools asked the AAMC to update this data and ask detailed questions about the staffing for each student services discipline.

Based on previous AAMC survey efforts, input from community experts, and feedback from the GSA Steering Committee, the AAMC designed the 2024 GSA Student Affairs Staffing Survey to collect updated information about the structure and functions of student support offices. The survey sought to address two lines of inquiry through 23 questions: the organization of and resources for student support at the institution and information about student support leadership. The survey contained skip logic that presented specific questions to participants based on the functions they indicated were part of their unit that delivered student support. It was administered via email to GSA primary representatives from 157 U.S. LCME-accredited medical schools between April and July of 2024; completion was voluntary.

This report presents findings of the survey and includes comparisons of public and private medical schools, medical schools based on first-year medical student (M1) class size, and total enrollment for academic year 2023-2024. The data presented in this report can help further the community's understanding of the types of leaders and number of staff needed to provide student support functions and aid schools in efforts to structure and enhance their offices to meet current needs and challenges.

Results

Approximately 81% (n = 127/157) of invited U.S. LCME-accredited medical schools responded to the 2024 GSA Student Affairs Staffing Survey. The respondent pool mirrored the characteristics of all medical schools, with similar distribution of private and public schools and schools by geographic region. Given that respondents were not required to answer every question, response rates for questions vary.

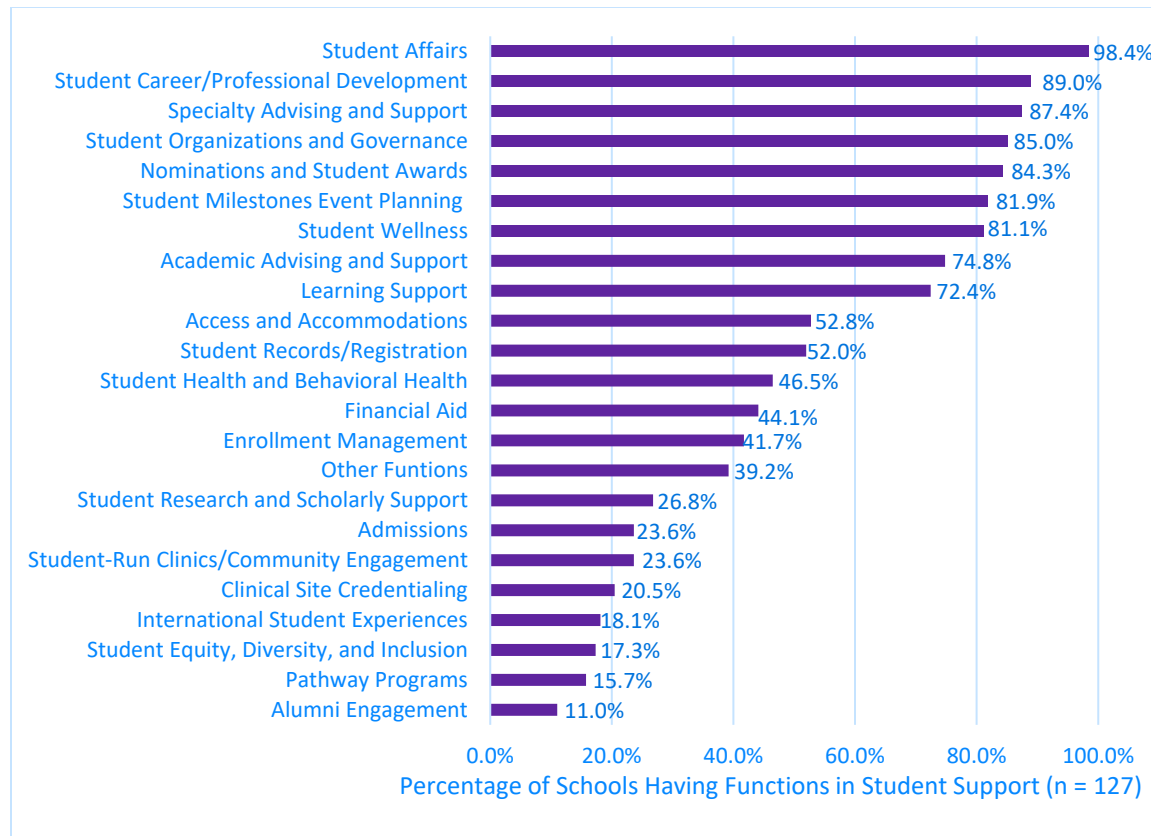
Organization of Student Support Services

Respondents were first asked to provide the name of the unit that provides student support services at their institution. Seventy-five percent indicated that the unit was called "Student Affairs," while another 14% indicated the unit name was "Student Affairs and [something else]," such as admissions, curriculum, or career advising.

Respondents were then asked to indicate which of 22 student support functions were part of the office providing these services. Based on this initial question, respondents were then asked in subsequent questions only about the functions they indicated were under the purview of their offices.

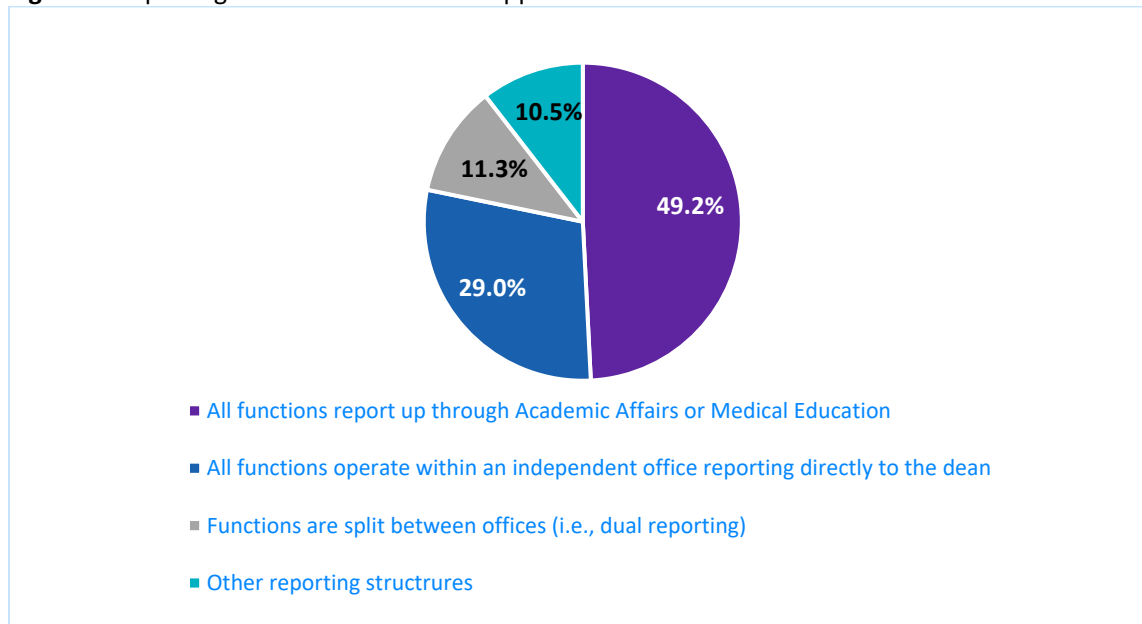
Figure 1 below shows the percentage of schools that indicated having each particular function in their student support units. Over 75% of respondents indicated the inclusion of the following functional areas: Nominations and Student Awards; Specialty Advising and Support; Student Affairs; Student Career and Professional Development; Student Milestones Event Planning; Student Organizations and Governance; and Student Wellness. Conversely, fewer respondents indicated functions such as Admissions (24%), Financial Aid (44%), and Student Records (52%) were under the purview of the student support unit. Slightly more than one-third of respondents (39%) also indicated that they provided other student support functions including compliance, learning communities, learning environment/student mistreatment reporting, scholarships, etc.

Figure 1. Functional areas overseen by unit providing student support.



The survey also asked questions about the reporting structure of student support functions. Figure 2 below illustrates that approximately half of student support functions report to offices of Academic Affairs or Medical Education. However, many schools also organize these functions differently, with some having dual reporting lines depending on the function and others operating in an independent office that reports directly to the dean of the medical school.

Figure 2. Reporting structure for student support functions.



For schools with regional medical campuses (42% of responding schools), about 44% reported student support functions were offered regionally, but some were exclusive to the main campus. Similarly, 42% of schools with regional medical campuses indicated that they had student support staff on each campus, but those staff reported through the main campus. Other models included having student support offered only by the main campus or having autonomous functions on each campus.

Given that many medical schools reside within a larger university structure, the survey also asked respondents to indicate whether any functions were centrally managed by the parent university or independently operated by the school. Table A1 in the appendix shows the reporting relationship of these offices for those medical schools affiliated with a parent university.

Fifty percent or more of respondents reported the following functions had either split responsibilities with the university or were managed by university offices: Access and Accommodations, Alumni Engagement, Financial Aid, Student Health and Behavioral Health, and Student Records/Registration (Table 1).

Table 1. Student Support Functions for Medical Schools Affiliated With a Parent University

For institutions affiliated with a parent university, how are the student support functions organized?	Independent for the medical school	Managed by the university offices	Split responsibilities between medical school and university
Student Records/Registration (n = 60)	50.0%	8.3%	41.7%
Financial Aid (n = 52)	42.3%	11.5%	46.2%
Alumni Engagement (n = 12)	41.7%	8.3%	50.0%
Access and Accommodations (n = 59)	28.8%	20.3%	50.8%
Student Health and Behavioral Health (n = 52)	26.9%	17.3%	55.8%

Note: Totals may not sum to 100% due to rounding.

Ninety percent or more of the respondents with the following functions said these functions were independently managed by the medical school: Academic Advising and Support, Student Career and Professional Development, Student Research and Scholarly Support, and Student-Run Clinics and Community Engagement. (Refer to Table A1 in the appendix for full results.)

Respondents were also asked to report whether their medical school was part of a university with other health professions colleges in which student support functions were shared across health professions. Nearly one-third (31%) of medical schools indicated that they shared student support resources with other health professions, namely allied health schools. Other health professions schools included public health, nursing, dentistry, pharmacy, and graduate schools of biomedical sciences.

Student Support Staffing

One of the primary purposes of this survey was to assess staffing across student support functions. Full-time equivalent (FTE) staffing counts included full-time and part-time employees but excluded any services that may be externally contracted by the medical school. Table 2 shows mean and median FTE counts per function.

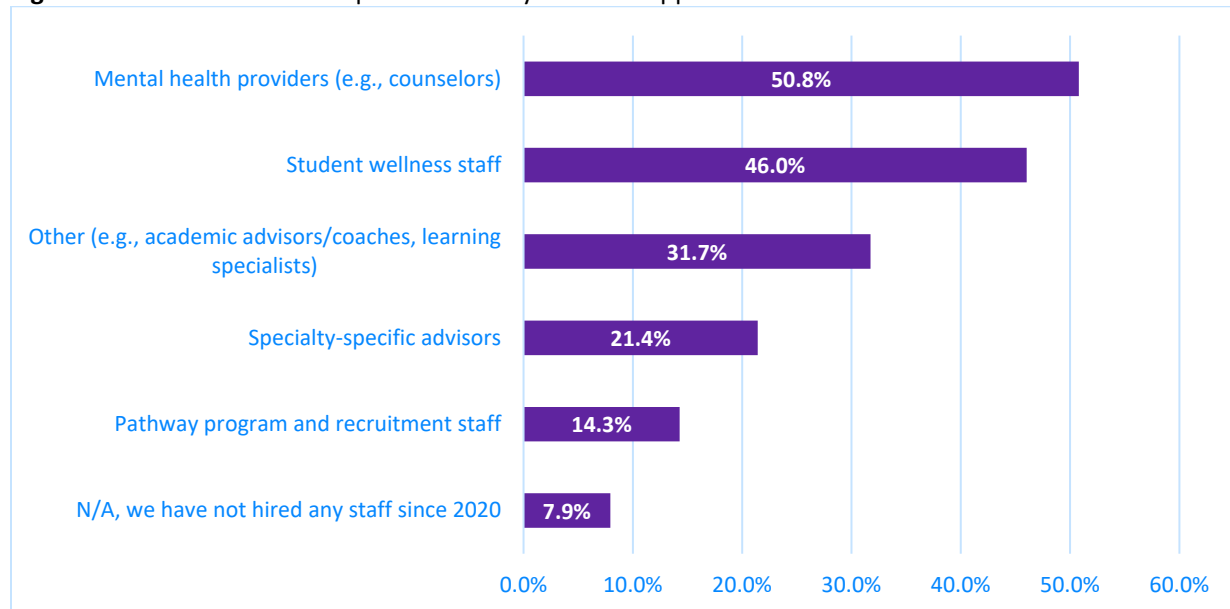
Mean FTE counts across functions ranged from 0.31 to 4.47 and median FTE counts ranged from 0.20 to 3.75. The functions with two or more median FTEs included Academic Advising, Admissions, Financial Aid, Learning Support, Student Affairs, and Student Records/Registration. (Refer to Tables A2a and A2b for results by institutional characteristics.)

Table 2. Number of FTEs Dedicated to Student Support Functions

Student Support Function (n of responding institutions)	Mean FTE	Median FTE	Minimum	Maximum	Standard Deviation
Academic Advising and Support (n = 85)	2.50	2.00	0.00	13.8	2.27
Access and Accommodations (n = 57)	1.26	0.50	0.10	22.0	2.91
Admissions (n = 26)	3.74	3.75	1.00	10.0	1.91
Alumni Engagement (n = 10)	1.03	0.75	0.00	4.0	1.20
Clinical Site Credentialing (n = 24)	0.81	1.00	0.10	2.0	0.58
Enrollment Management (n = 44)	1.27	1.00	0.00	4.0	0.98
Financial Aid (n = 52)	2.07	2.00	0.10	6.5	1.19
International Student Experiences (n = 19)	0.31	0.20	0.00	1.6	0.39
Learning Support (n = 78)	2.07	2.00	0.00	6.6	1.37
Nominations and Student Awards (n = 88)	0.50	0.20	0.00	3.5	0.67
Pathway Programs (n = 17)	1.62	1.00	0.10	8.0	1.93
Specialty Advising and Support (n = 93)	2.41	1.00	0.00	63.0	6.66
Student Affairs (n = 110)	4.47	3.00	0.50	35.0	5.27
Student Career and Professional Development (n = 97)	1.80	1.30	0.00	15.0	1.93
Student Equity, Diversity, and Inclusion (n = 21)	2.75	1.00	0.25	35.0	7.44
Student Health and Behavioral Health (n = 50)	2.02	1.88	0.00	12.0	2.13
Student Milestones Event Planning (n = 91)	1.20	1.00	0.00	5.0	1.12
Student Organizations/Governance (n = 92)	0.74	0.50	0.00	3.5	0.71
Student Records/Registration (n = 56)	1.99	2.00	0.10	9.0	1.66
Student Research and Scholarly Support (n = 27)	0.91	0.50	0.10	4.0	1.03
Student-Run Clinics and Community Engagement (n = 24)	0.53	0.28	0.00	2.0	0.53
Student Wellness (n = 92)	1.36	1.00	0.10	11.0	1.47

To acknowledge the impact of the COVID-19 pandemic since the previous survey administration, the survey asked respondents about the areas of expertise their institution had particularly hired since 2020 (Figure 3). All but 8% of schools indicated hiring new staff since that time, with about 50% of schools hiring mental health providers and student wellness staff. Those who reported hiring other types of staff included academic advisors and coaches and learning specialists.

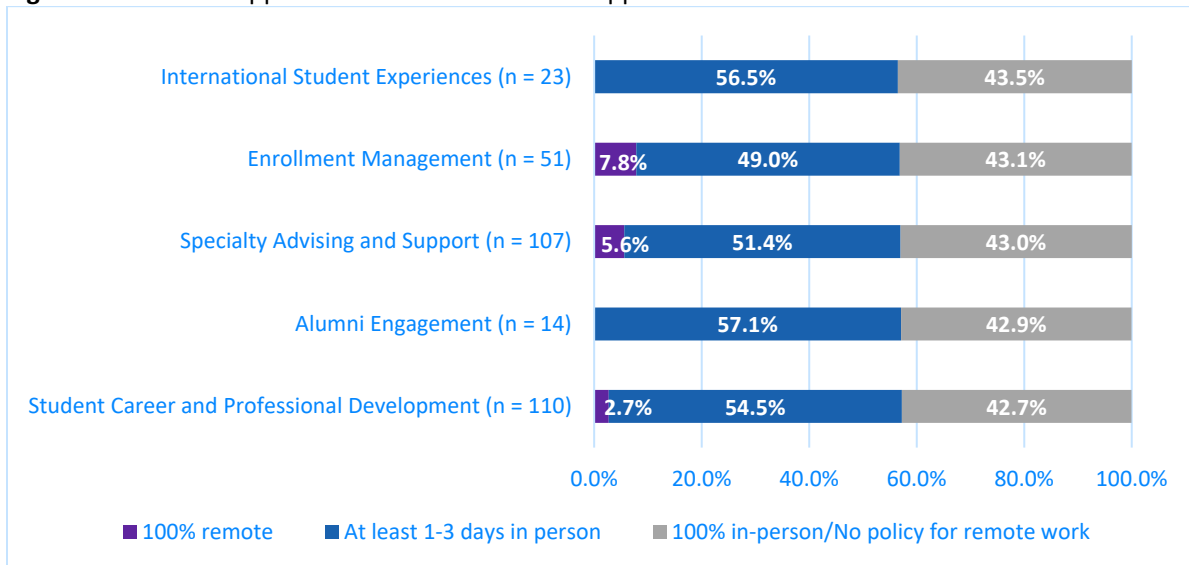
Figure 3. Prevalent fields of expertise hired by student support offices since 2020.



In looking forward, schools were also asked whether they planned to expand staffing for student support in the next one to two years. Thirty-six percent of schools reported they had plans to expand and another 35% were unsure of their plans. Relatedly, respondents were asked whether their institutions expected to increase class size over the next five years. Thirty-eight percent said they were Highly Likely, Very Likely, or Likely to expand class size. Among the schools that expected to expand class size, they planned to increase class size on average by about 23 students, and 49% anticipated increasing resources to accommodate this planned expansion.

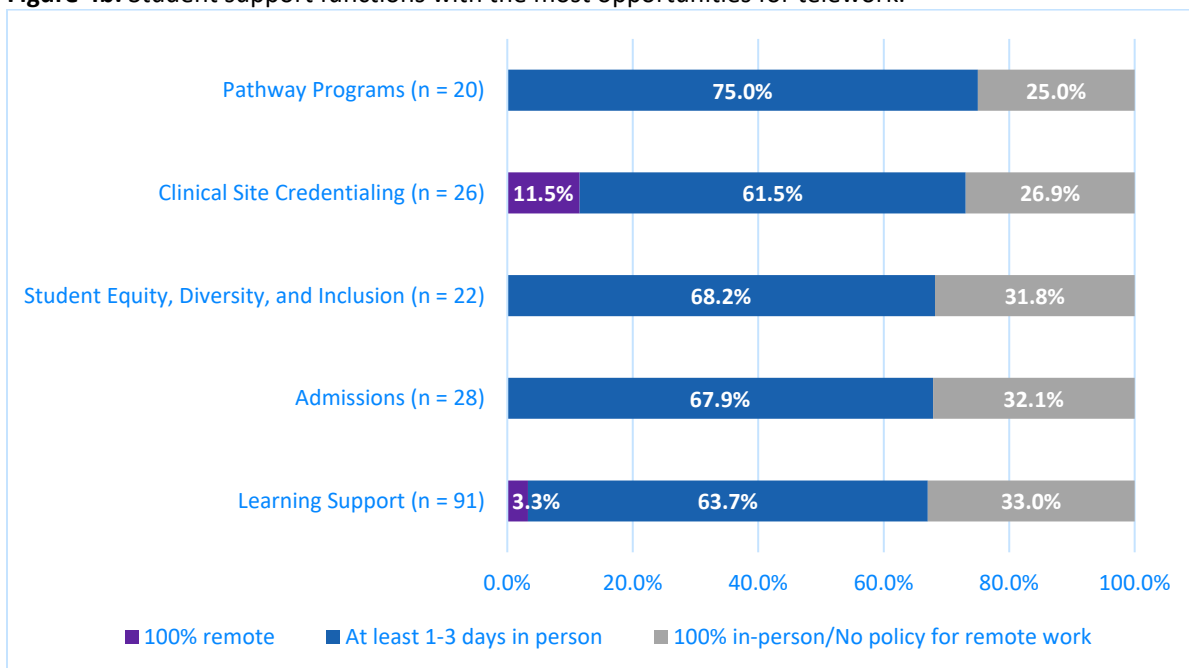
Since the COVID-19 pandemic, many schools have also offered hybrid work options for their staff to increase flexibility and engagement. Participants were asked to report their institution's telework policy by student support function. Across all functions, half of schools, and in some cases as many as three in four, reported offering some telework options. Figures 4a and 4b highlight the functions where institutions reported the least and the most telework options. Table A3 presents data on telework arrangements across all functions that schools have implemented as of 2024.

Figure 4a. Student support functions with the least opportunities for telework.



Note: Totals may not sum to 100% due to rounding.

Figure 4b. Student support functions with the most opportunities for telework.



Student Support Senior Leadership

The survey asked each participating school, regardless of how student support functions were organized, a series of questions about the most senior leaders responsible for the following five areas: Student Support, Admissions, Financial Aid, Equity, Diversity, and Inclusion, and Student Records. Tables 3a through 3e provide brief descriptions of each leadership role, including their title and degree, the types of learners the leader supports, who they report to, and the mean FTE allocation for the administrative role. (Refer to Tables A4a through A4f in the appendix for full results.)

Table 3a. Characteristics of Senior Student Support Leaders

Role	Most Senior Leader of Student Support
Title	66% of leaders held an associate dean role; 17% held a senior associate dean role
Reporting	40% of leaders reported to the decanal leader of medical education; 12% reported to the decanal leader of academic affairs; and 31% reported directly to the medical school dean
Responsibility for Learners Other Than MD Students	64% of leaders had responsibility for learners other than MD students. 41% of all leaders had responsibility for dual-degree students.
Mean FTE for Administrative Role	82% of FTE allocated for administrative/institutional service activities
Terminal Degree	75% of leaders held an MD; 19% held a PhD
Mean Years in Position	7.3 years

Table 3b. Characteristics of Senior Admissions Leaders

Role	Most Senior Leader of Admissions
Title	58% of leaders had an associate dean role, 14% had an assistant dean role, and 13% had a senior associate dean role
Reporting	40% of leaders reported to the decanal leader of medical education; 10% reported to the decanal leaders of academic affairs; 14% reported to the decanal leader of student affairs; and 29% reported directly to the medical school dean
Responsibility for Learners Other Than MD Students	44% of leaders had responsibility for learners other than MD students. 22% of all leaders had responsibility for dual-degree students.
Mean FTE for Administrative Role	73% of FTE allocated for administrative/institutional service activities
Terminal Degree	61% of leaders held an MD; 19% held a PhD
Mean Years in Position	6.5 years

Table 3c. Characteristics of Senior Financial Aid Leaders

Role	Most Senior Leader of Financial Aid
Title	66% of leaders held a director title; 18% held a title other than at the decanal or director level
Reporting	32% of leaders reported to the decanal leader of student affairs and 38% reported to another leader that was not either the medical school dean, dean of medical education, dean of academic affairs, or the principal business officer
Responsibility for Learners Other Than MD Students	73% of leaders had responsibilities for learners other than MD students. 43% of all leaders had responsibility for dual-degree students, 38% had responsibility for non-MD health professions students, 38% had responsibility for master's students, and 32% had responsibility for graduate biomedical trainees in PhD programs.
Mean FTE for Administrative Role	98% of FTE allocated for administrative/institutional service activities
Terminal Degree	82% of leaders did not hold a terminal doctorate degree
Mean Years in Position	8.3 years

Table 3d. Characteristics of Senior Student Equity, Diversity, and Inclusion Leaders

Role	Most Senior Leader of Student Equity, Diversity, and Inclusion
Title	37% had an associate dean role, 16% had a senior associate dean role, and 20% had a role other than a decanal or director position
Reporting	55% of student equity, diversity, and inclusion leaders reported directly to the medical school dean
Responsibility for Learners Other Than MD Students	76% of leaders had responsibilities for learners other than MD students. 34% of all leaders had responsibility for dual-degree students; 34% had responsibility for graduate medical education learners; 32% had responsibility for master’s students; 30% had responsibility for graduate biomedical trainees in PhD programs; and 27% had responsibility for non-MD health professions students.
Mean FTE for Administrative Role	76% of FTE allocated for administrative/institutional service activities
Terminal Degree	49% of leaders held an MD; 19% held a PhD
Mean Years in Position	4.1 years

Table 3e. Characteristics of Senior Student Records Leaders

Role	Most Senior Leader of Student Records
Title	41% of leaders hold a director title and 42% hold a title other than at the decanal or director level
Reporting	34% of leaders reported to the decanal leader of student affairs and 31% reported to another leader that was not either the medical school dean, dean of medical education, dean of academic affairs, or the principal business officer
Responsibility for Learners Other Than MD Students	69% of leaders had responsibilities for learners other than MD students. 46% of all leaders had responsibility for dual degree students, 36% had responsibility for master’s students, 34% had responsibility for non-MD health professions students, and 26% had responsibility for graduate biomedical trainees in PhD programs.
Mean FTE for Administrative Role	98% of FTE allocated for administrative/institutional service activities
Terminal Degree	66% of leaders did not hold a terminal doctorate degree; 12% held an EdD
Mean Years in Position	7.7 years

To better understand the knowledge, skills, and abilities (KSAs) needed for senior leadership in student support roles, the survey asked respondents to evaluate what they thought were the most important KSAs leaders should embody. Participants could select no more than three KSAs. Approximately half of respondents selected “excellent communication, managerial, and leadership skills, with the capacity to inspire a dynamic staff and faculty”, and “understanding and ability to manage issues pertinent to medical students” as important to successful leadership in these roles (Table 4).

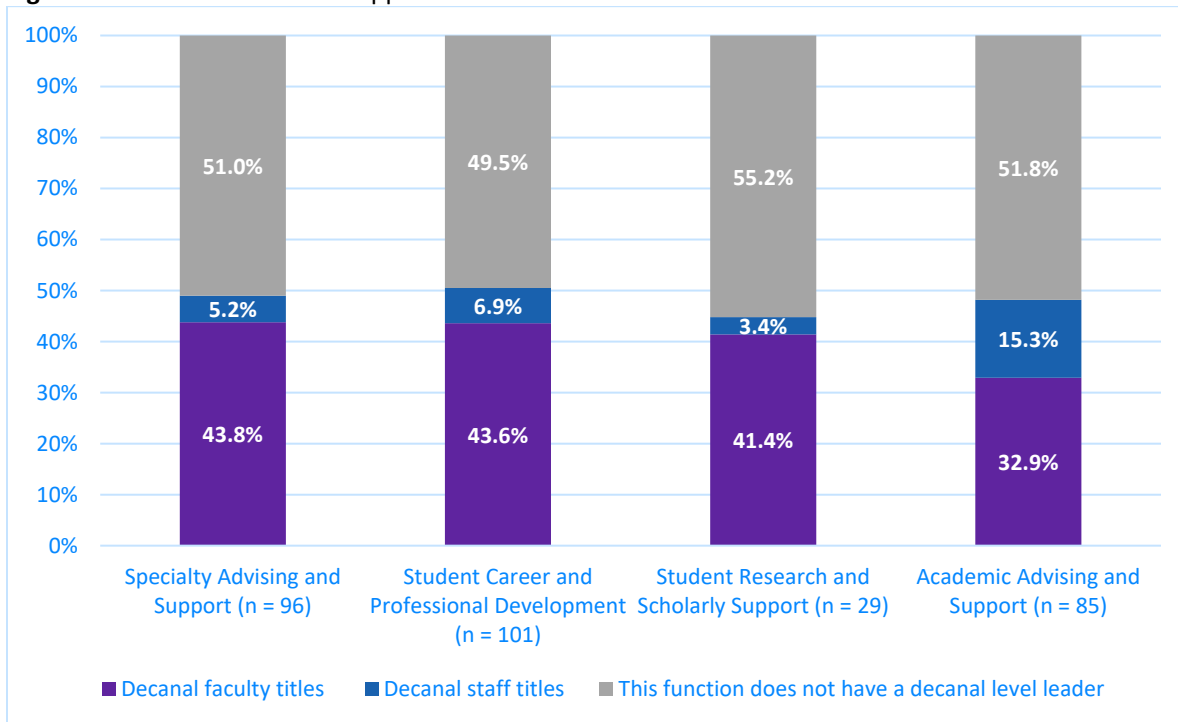
Table 4. Knowledge, Skills, and Abilities (KSAs) for Student Support Senior Leadership

KSAs for Student Support Senior Leadership	Percentage selected
Excellent communication, managerial, and leadership skills, with the capacity to inspire a dynamic staff and faculty.	52.1%
Understanding and ability to manage issues pertinent to medical students.	49.6%
Proven ability and demonstrated excellence in building rapport with students, faculty, and staff.	42.1%
Exceptional respect, compassion, and understanding of the needs of a highly diverse student body.	39.7%
Strong advising and counseling skills that enable mediation, conflict resolution, and problem-solving.	34.7%
A strong student-centered philosophy and understanding of student development and adult learning.	32.2%
Demonstrated understanding of and willingness to transmit the cultural and ethical values of the school of medicine, as well as its policies and procedures, to students, faculty, and staff.	24.8%
Knowledge of social, cultural, and educational conditions that impact learning and performance such as racism, stereotype threat, grit, resilience, self-efficacy, and social/cognitive career theory.	13.2%
Demonstrated commitment to advancing diversity, inclusion, and equity.	3.3%

Note: Responses are sorted based on the highest percentage of selections.

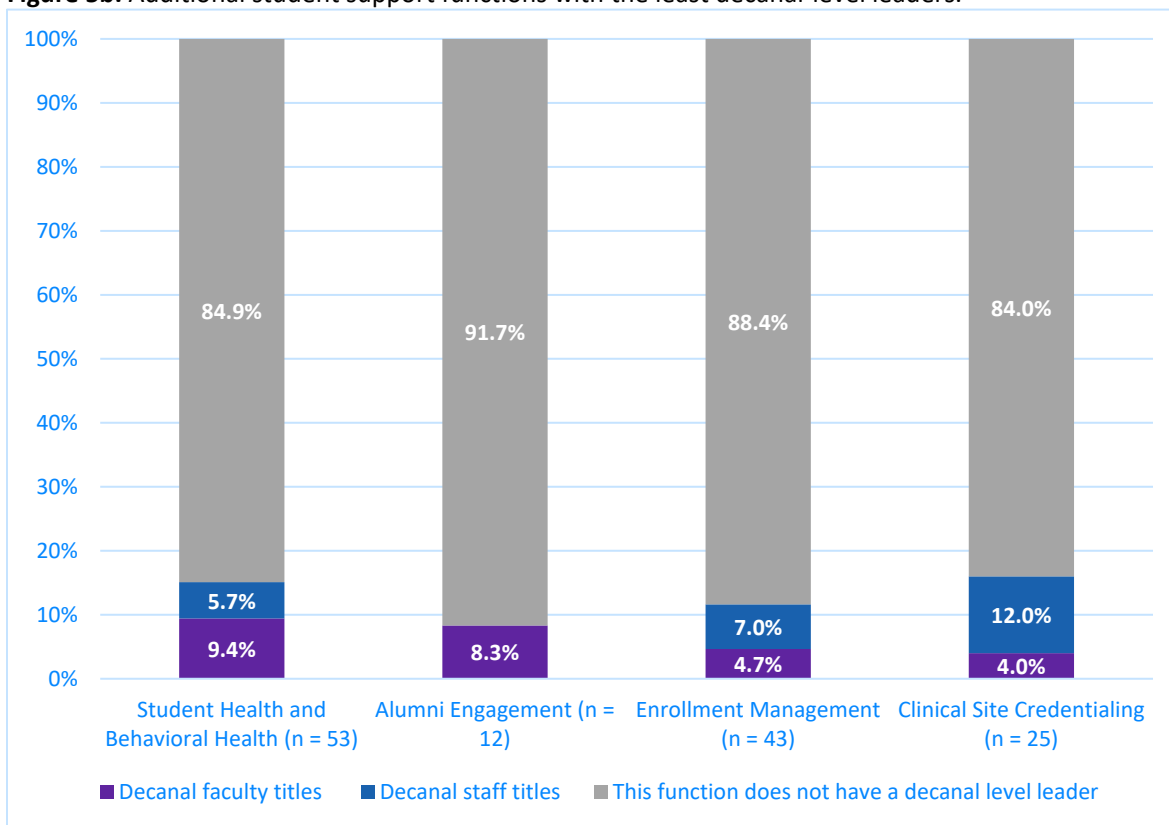
With regards to all other student support functions, respondents were also asked about which functions had decanal faculty or staff titles. Across functions, many schools reported not having decanal leaders. Functions that had the most reported decanal roles (45-50%) were related to advising, career development, and research (Figure 5a). Functions with the least percentage of decanal titles are shown in Figure 5b. (Refer to Table A5 in the appendix for full results.)

Figure 5a. Additional student support functions with the most decanal-level leaders.



Note: Totals may not sum to 100% due to rounding.

Figure 5b. Additional student support functions with the least decanal-level leaders.



Note: Totals may not sum to 100% due to rounding.

Lastly, the survey inquired about annual and operating budgets for student support functions. The average annual budget for all activities that reported to the most senior leader of student support in 2023-2024 was approximately \$1.7 million, with a median of \$1.2 million (Table 5a). For the same fiscal year, schools also reported their operating budgets (excluding salaries) for all student support-related activities at the school. The average operating budget was approximately \$630,000, with a median of \$450,000. Tables 5a and 5b also present statistics by M1 class size, total enrollment, and school ownership type.

Table 5a. 2023-2024 Annual Budgets for Student Support

Institution Type	Mean	Median	Minimum	Maximum	Standard Deviation
All Schools (n = 63)	\$1,675,018	\$1,201,230	\$2,000	\$11,639,796	\$1,980,130
M1 Class Size					
Small M1 (n = 26)	\$1,626,323	\$1,150,000	\$2,000	\$8,000,000	\$1,914,536
Large M1 (n = 37)	\$1,709,236	\$1,201,230	\$81,000	\$11,639,796	\$2,050,444
Enrollment Size					
Small Enrollment (n = 25)	\$1,657,180	\$1,300,000	\$2,000	\$8,000,000	\$1,947,405
Large Enrollment (n = 38)	\$1,686,753	\$1,124,995	\$81,000	\$11,639,796	\$2,027,289
Ownership Type					
Private (n = 23)	\$1,225,873	\$854,886	\$56,000	\$4,350,000	\$1,248,787
Public (n = 40)	\$1,933,276	\$1,370,000	\$2,000	\$11,639,796	\$2,272,922

Note: M1 = first-year medical student. Small M1 is a first-year medical student class size of 146 or fewer medical students. Large M1 is a first-year medical student class size of 147 or more medical students. Small Enrollment is 624 or fewer students. Large Enrollment is 625 or more students. Thresholds were based on the average number of M1 students and total enrollment across all medical schools.

Table 5b. 2023-2024 Operating Budgets for Student Support Excluding Salaries

Institution Type	Mean	Median	Minimum	Maximum	Standard Deviation
All Schools (n = 63)	\$630,497	\$415,000	\$35,000	\$3,440,470	\$713,450
M1 Class Size					
Small M1 (n = 26)	\$633,046	\$400,000	\$35,000	\$3,440,470	\$812,936
Large M1 (n = 37)	\$628,706	\$445,000	\$88,000	\$3,344,470	\$646,288
Total Enrollment Size					
Small Enrollment (n = 24)	\$662,089	\$400,000	\$35,000	\$3,440,470	\$840,397
Large Enrollment (n = 39)	\$611,056	\$432,000	\$88,000	\$3,344,470	\$634,031
Ownership Type					

Private (n = 26)	\$656,779	\$400,000	\$90,000	\$3,440,470	\$687,841
Public (n = 27)	\$612,028	\$432,000	\$35,000	\$3,344,470	\$739,745

Note: M1 = first-year medical student. Small M1 is a first-year medical student class size of 146 or fewer medical students. Large M1 is a first-year medical student class size of 147 or more medical students. Small Enrollment is 624 or fewer students. Large Enrollment is 625 or more students. Thresholds were based on the average number of M1 students and total enrollment across all medical schools.

Conclusion

The results of the AAMC’s 2024 GSA Student Affairs Staffing Survey indicated that schools have a wide range of organizational models to deliver student support. Infrastructure to support MD students requires substantial staffing and funding, especially in instances where leaders have responsibility for additional learners. Since 2020, resource needs have changed at some institutions. Half of responding schools reported having hired more mental health providers to support students over the past one to two years. With about a third of schools anticipating increasing their class sizes over the next five years, staffing and budgetary support may also need to increase. This report can help schools as they assess their resources for student support functions and plan for the potential growth in student support and enrollment.

Appendix

Table A1. Organization of Student Support Functions for Medical Schools Affiliated With a Parent University

Student Support Function (n of responding schools)	Independent for the Medical School	Managed by the Parent University Offices	Split Responsibilities Between Medical School and Parent University
Academic Advising and Support (n = 86)	91.9%	0.0%	8.1%
Access and Accommodations (n = 59)	28.8%	20.3%	50.8%
Admissions (n = 27)	81.5%	3.7%	14.8%
Alumni Engagement (n = 12)	41.7%	8.3%	50.0%
Clinical Site Credentialing (n = 25)	88.0%	4.0%	8.0%
Enrollment Management (n = 48)	70.8%	2.1%	27.1%
Financial Aid (n = 52)	42.3%	11.5%	46.2%
International Student Experiences (n = 23)	56.5%	13.0%	30.4%
Learning Support (n = 85)	84.7%	1.2%	14.1%
Nominations and Student Awards (n = 96)	88.5%	1.0%	10.4%
Pathway Programs (n = 19)	73.7%	5.3%	21.1%
Specialty Advising and Support (n = 100)	97.0%	1.0%	2.0%
Student Affairs (n = 114)	86.0%	2.6%	11.4%
Student Career and Professional Development (n = 102)	93.1%	0.0%	6.9%
Student Equity, Diversity, and Inclusion (n = 20)	60.0%	5.0%	35.0%
Student Health and Behavioral Health (n = 52)	26.9%	17.3%	55.8%
Student Milestones Event Planning (n = 94)	86.2%	1.1%	12.8%
Student Organizations/Governance (n = 100)	75.0%	4.0%	21.0%
Student Records/Registration (n = 60)	50.0%	8.3%	41.7%
Student Research and Scholarly Support (n = 33)	97.0%	0.0%	3.0%
Student-Run Clinics and Community Engagement (n = 25)	92.0%	0.0%	8.0%
Student Wellness (n = 93)	68.8%	0.0%	31.2%

Note: Totals may not sum to 100% due to rounding.

Table A2a. Median FTE Comparisons by School-Level Characteristics

Median FTE (n of responding schools)	FTE Private	FTE Public	FTE Small M1 (146 or fewer)	FTE Large M1 (147 or more)	FTE Small Enrollment (624 or fewer)	FTE Large Enrollment (625 or more)
Academic Advising and Support (n = 85)	1.90	2.50	1.65	2.00	1.65	2.00
Access and Accommodations (n = 57)	0.50	0.75	0.50	0.50	0.75	0.50
Admissions (n = 26)	2.00	4.00	2.50	5.00	3.00	5.00
Alumni Engagement (n = 10)	1.00	0.50	0.38	1.50	1.00	0.50
Clinical Site Credentialing (n = 24)	1.00	0.50	0.75	1.00	0.50	1.00
Enrollment Management (n = 44)	1.50	1.00	1.00	1.00	1.00	1.25
Financial Aid (n = 52)	2.00	2.00	2.00	2.00	2.00	2.00
International Student Experiences (n = 19)	0.25	0.10	0.20	0.15	0.15	0.20
Learning Support (n = 78)	1.50	2.00	1.50	2.00	1.90	2.00
Nominations and Student Awards (n = 88)	0.20	0.23	0.25	0.20	0.25	0.20
Pathway Programs (n = 17)	1.00	1.00	2.00	0.50	2.00	0.50
Specialty Advising and Support (n = 93)	1.00	1.20	1.20	1.00	1.10	1.00
Student Affairs (n = 110)	3.05	2.40	3.00	2.50	3.00	2.50
Student Career and Professional Development (n = 97)	1.25	1.50	1.20	1.50	1.20	1.40
Student Equity, Diversity, and Inclusion (n = 21)	1.25	1.00	1.00	0.95	1.50	0.70
Student Health and Behavioral Health (n = 50)	2.00	1.25	1.00	2.00	1.00	2.00
Student Milestones Event Planning (n = 91)	1.00	0.90	1.00	1.00	1.00	1.00
Student Organizations/Governance (n = 92)	0.50	0.50	1.00	0.50	1.00	0.50
Student Records/Registration (n = 56)	2.00	1.00	1.00	2.00	1.00	2.00
Student Research and Scholarly Support (n = 27)	0.50	0.35	0.50	0.50	1.00	0.30

Student-Run Clinics and Community Engagement (n = 24)	0.50	0.25	0.50	0.20	0.28	0.33
Student Wellness (n = 92)	1.00	1.00	1.00	1.00	1.00	1.00

Note: FTE = full-time equivalent. M1 = first-year medical student. Small M1 is first-year medical student class size of 146 or fewer medical students. Large M1 a first-year medical student class size of is 147 or more medical students. Small Enrollment is 624 or fewer students. Large Enrollment is 625 or more students. Thresholds were based on the average number of M1 students and total enrollment across all medical schools.

Table A2b. Mean FTE Comparisons by School Characteristics

Mean FTE	FTE Private	FTE Public	FTE Small M1 (146 or less)	FTE Large M1 (147 or more)	FTE Small Enrollment (624 or less)	FTE Large Enrollment (625 or more)
Academic Advising and Support (n = 85)	1.80	3.06	2.25	2.74	2.38	2.60
Access and Accommodations (n = 57)	0.86	1.62	1.55	0.92	1.58	0.85
Admissions (n = 26)	2.88	3.95	2.76	5.31	2.89	5.34
Alumni Engagement (n = 10)	0.70	1.35	0.46	1.88	0.75	1.30
Clinical Site Credentialing (n = 24)	0.93	0.77	0.66	0.88	0.61	0.89
Enrollment Management (n = 44)	1.51	1.16	1.10	1.42	1.07	1.47
Financial Aid (n = 52)	2.29	1.98	1.78	2.41	1.74	2.45
International Student Experiences (n = 19)	0.55	0.23	0.48	0.21	0.52	0.22
Learning Support (n = 78)	1.72	2.35	1.96	2.17	2.11	2.05
Nominations and Student Awards (n = 88)	0.44	0.54	0.51	0.49	0.51	0.49
Pathway Programs (n = 17)	1.14	1.82	2.28	1.03	2.38	0.94
Specialty Advising and Support (n = 93)	1.43	3.03	3.27	1.53	3.43	1.49
Student Affairs (n = 110)	4.19	4.67	5.04	3.92	5.29	3.73
Student Career and Professional Development (n = 97)	1.76	1.83	1.92	1.69	2.08	1.55
Student Equity, Diversity, and Inclusion (n = 21)	1.55	3.24	5.91	1.18	4.99	1.08
Student Health and Behavioral Health (n = 50)	2.01	2.03	1.72	2.28	1.81	2.18

Student Milestones Event Planning (n = 91)	1.36	1.10	1.28	1.14	1.36	1.08
Student Organizations/Governance (n = 92)	0.72	0.74	0.76	0.71	0.86	0.63
Student Records/Registration (n = 56)	2.27	1.84	1.63	2.27	1.52	2.42
Student Research and Scholarly Support (n = 27)	1.01	0.84	0.75	1.02	0.94	0.89
Student-Run Clinics and Community Engagement (n = 24)	0.71	0.38	0.58	0.50	0.46	0.60
Student Wellness (n = 92)	1.30	1.40	1.53	1.19	1.67	1.08

Note: FTE = full-time equivalent. M1 = first-year medical student. Small M1 is a first-year medical student class size of 146 or fewer medical students. Large M1 is a first-year medical student class size of 147 or more medical students. Small Enrollment is 624 or fewer students. Large Enrollment is 625 or more students. Thresholds were based on the average number of M1 students and total enrollment across all medical schools.

FTE Comparisons by M1 Class Size Groupings

Table A2c_1. FTE Comparisons for Medical Schools a M1 Class Size of 100 or Fewer Students

Student Support Function (n = 28 schools overall)	Median FTE	Mean FTE	Standard Deviation
Academic Advising and Support (n = 15)	1.50	1.69	1.07
Access and Accommodations (n = 14)	0.35	0.55	0.48
Admissions (n = 7)	2.00	2.81	1.48
Alumni Engagement (n = 3)	0.50	0.58	0.38
Clinical Site Credentialing (n = 4)	0.38	0.51	0.49
Enrollment Management (n = 12)	0.50	0.98	1.03
Financial Aid (n = 14)	1.50	1.66	0.76
International Student Experiences (n = 5)	0.10	0.42	0.66
Learning Support (n = 14)	1.18	1.65	1.32
Nominations and Student Awards (n = 14)	0.23	0.47	0.61
Pathway Programs (n = 3)	2.00	3.67	3.79
Specialty Advising and Support (n = 18)	0.90	1.59	1.77
Student Affairs (n = 22)	3.05	5.57	7.85
Student Career and Professional Development (n = 19)	1.00	1.65	1.23
Student Equity, Diversity, and Inclusion (n = 4)	1.25	9.53	16.99
Student Health and Behavioral Health (n = 6)	0.75	0.92	0.82
Student Milestones Event Planning (n = 17)	0.80	1.23	1.37
Student Organizations/Governance (n = 20)	0.74	1.00	0.48
Student Records/Registration (n = 11)	1.23	1.00	0.90
Student Research and Scholarly Support (n = 4)	0.86	0.63	0.84
Student-Run Clinics and Community Engagement (n = 8)	0.42	0.28	0.39
Student Wellness (n = 19)	1.32	1.00	1.06

Note: FTE = full-time equivalent. M1 = first-year medical student.

Table A2c_2. FTE Comparisons for Medical Schools With a M1 Class Size of 101 Through 150 Students

Student Support Function (n = 38 schools overall)	Median	Mean	Standard Deviation
Academic Advising and Support (n = 30)	1.75	2.45	2.44
Access and Accommodations (n = 18)	1.00	2.24	5.00
Admissions (n = 9)	3.00	2.72	0.91
Alumni Engagement (n = 3)	0.00	0.33	0.58
Clinical Site Credentialing (n = 4)	1.00	0.81	0.38
Enrollment Management (n = 12)	1.00	1.18	0.72
Financial Aid (n = 15)	2.00	1.89	0.77
International Student Experiences (n = 2)	0.63	0.63	0.53
Learning Support (n = 25)	2.00	2.10	1.48
Nominations and Student Awards (n = 27)	0.20	0.48	0.57
Pathway Programs (n = 6)	1.50	1.22	0.91
Specialty Advising and Support (n = 33)	1.30	3.91	10.92
Student Affairs (n = 36)	3.00	4.47	5.64
Student Career and Professional Development (n = 31)	1.20	2.00	2.66
Student Equity, Diversity, and Inclusion (n = 5)	0.40	0.79	0.74
Student Health and Behavioral Health (n = 18)	1.50	2.00	1.82
Student Milestones Event Planning (n = 26)	1.00	1.26	0.95
Student Organizations/Governance (n = 25)	0.50	0.73	0.61
Student Records/Registration (n = 17)	2.00	1.85	1.44
Student Research and Scholarly Support (n = 8)	0.50	0.73	0.60
Student-Run Clinics and Community Engagement (n = 4)	1.00	0.78	0.45
Student Wellness (n = 30)	1.00	1.56	2.10

Note: FTE = full-time equivalent. M1 = first-year medical student.

Table A2c_3. FTE Comparisons for Medical Schools with a M1 Class Size of 151 Through 200 Students

Student Support Function (n = 40 schools overall)	Median	Mean	Standard Deviation
Academic Advising and Support (n = 26)	3.00	2.58	1.51
Access and Accommodations (n = 16)	1.00	1.02	0.89
Admissions (n = 6)	4.75	4.60	0.76
Alumni Engagement (n = 3)	1.00	1.17	0.76
Clinical Site Credentialing (n = 10)	0.63	0.71	0.60
Enrollment Management (n = 17)	1.00	1.54	1.13
Financial Aid (n = 15)	2.00	2.17	1.11
International Student Experiences (n = 9)	0.10	0.23	0.21
Learning Support (n = 25)	2.00	2.21	1.03
Nominations and Student Awards (n = 31)	0.20	0.51	0.68
Pathway Programs (n = 5)	0.50	0.54	0.29

Specialty Advising and Support (n = 29)	1.00	1.71	1.71
Student Affairs (n = 35)	2.50	4.32	3.85
Student Career and Professional Development (n = 32)	1.50	1.77	1.79
Student Equity, Diversity, and Inclusion (n = 11)	1.00	1.30	1.14
Student Health and Behavioral Health (n = 17)	2.00	1.85	1.67
Student Milestones Event Planning (n = 32)	1.00	1.13	1.18
Student Organizations/Governance (n = 33)	0.50	0.71	0.81
Student Records/Registration (n = 20)	2.00	2.08	1.00
Student Research and Scholarly Support (n = 8)	0.40	0.96	1.32
Student-Run Clinics and Community Engagement (n = 7)	0.25	0.64	0.78
Student Wellness (n = 30)	1.00	1.32	1.02

Note: FTE = full-time equivalent. M1 = first-year medical student.

Table A2c_4. FTE Comparisons for Medical Schools a M1 Class Size of 201 or More Students

Student Support Function (n = 21 schools overall)	Median	Mean	Standard Deviation
Academic Advising and Support (n = 14)	2.00	3.33	3.59
Access and Accommodations (n = 9)	0.50	0.82	0.90
Admissions (n = 4)	5.75	6.38	2.63
Alumni Engagement (n = 1)	4.00	4.00	0.00
Clinical Site Credentialing (n = 6)	1.25	1.18	0.62
Enrollment Management (n = 3)	1.50	1.25	0.90
Financial Aid (n = 8)	2.00	2.95	2.06
International Student Experiences (n = 3)	0.20	0.17	0.06
Learning Support (n = 14)	1.75	2.20	1.78
Nominations and Student Awards (n = 16)	0.18	0.54	0.87
Pathway Programs (n = 3)	2.00	2.17	1.76
Specialty Advising and Support (n = 13)	1.00	1.28	1.04
Student Affairs (n = 17)	3.00	3.33	2.11
Student Career and Professional Development (n = 15)	1.50	1.65	1.05
Student Equity, Diversity, and Inclusion (n = 1)	1.50	1.50	0.00
Student Health and Behavioral Health (n = 9)	3.00	3.12	3.53
Student Milestones Event Planning (n = 16)	1.00	1.23	1.05
Student Organizations/Governance (n = 14)	0.50	0.80	0.93
Student Records/Registration n = 8)	1.50	3.11	3.28
Student Research and Scholarly Support (n = 7)	0.50	1.08	1.32
Student-Run Clinics and Community Engagement (n = 5)	0.20	0.38	0.39
Student Wellness (n = 13)	0.50	1.07	1.21

Note: FTE = full-time equivalent. M1 = first-year medical student.

Table A3. Institutional Telework Policies per Student Support Function

Student Support Functions (n of responding institutions)	100% in Person	100% Remote	At Least One Day in Person	At Least Two Days in Person	At Least Three Days in Person	N/A, We Do Not Have a Policy for Remote Work
Academic Advising and Support (n = 94)	19.1%	5.3%	2.1%	12.8%	46.8%	13.8%
Access and Accommodations (n = 66)	25.8%	7.6%	3.0%	9.1%	40.9%	13.6%
Admissions (n = 28)	21.4%	0.0%	10.7%	10.7%	46.4%	10.7%
Alumni Engagement (n = 14)	14.3%	0.0%	7.1%	7.1%	42.9%	28.6%
Clinical Site Credentialing (n = 26)	11.5%	11.5%	0.0%	15.4%	46.2%	15.4%
Enrollment Management (n = 51)	29.4%	7.8%	2.0%	7.8%	39.2%	13.7%
Financial Aid (n = 56)	25.0%	1.8%	5.4%	14.3%	44.6%	8.9%
International Student Experiences (n = 23)	17.4%	0.0%	0.0%	26.1%	30.4%	26.1%
Learning Support (n = 91)	22.0%	3.3%	4.4%	9.9%	49.5%	11.0%
Nominations and Student Awards (n = 105)	22.9%	2.9%	1.9%	10.5%	46.7%	15.2%
Pathway Programs (n = 20)	15.0%	0.0%	5.0%	10.0%	60.0%	10.0%
Specialty Advising and Support (n = 107)	26.2%	5.6%	1.9%	11.2%	38.3%	16.8%
Student Affairs (n = 123)	30.1%	0.8%	4.1%	8.9%	46.3%	9.8%
Student Career and Professional Development (n = 110)	29.1%	2.7%	3.6%	10.0%	40.9%	13.6%
Student Equity, Diversity, and Inclusion (n = 22)	13.6%	0.0%	9.1%	18.2%	40.9%	18.2%
Student Health and Behavioral Health (n = 56)	26.8%	5.4%	1.8%	14.3%	42.9%	8.9%
Student Milestones Event Planning (n = 100)	29.0%	2.0%	2.0%	11.0%	45.0%	11.0%
Student Organizations/Governance (n = 105)	24.8%	3.8%	1.9%	10.5%	44.8%	14.3%
Student Records/Registration (n = 62)	27.4%	6.5%	1.6%	9.7%	45.2%	9.7%
Student Research and Scholarly Support (n = 32)	25.0%	6.3%	3.1%	12.5%	37.5%	15.6%
Student-Run Clinics and Community Engagement (n = 28)	17.9%	0.0%	3.6%	10.7%	50.0%	17.9%
Student Wellness (n = 100)	29.0%	3.0%	2.0%	11.0%	43.0%	12.0%

Note: Totals may not sum to 100% due to rounding.

Table A4a. Position Title Held by the Most Senior Leader

Most Senior Leader	Vice Dean	Senior Associate Dean	Associate Dean	Assistant Dean	Director	Other Title
Student Support	5.6%	16.9%	66.1%	3.2%	0.8%	7.3%
Admissions	1.6%	12.3%	58.2%	13.9%	7.4%	6.6%
Financial Aid	0.0%	0.8%	9.9%	5.0%	66.1%	18.2%
Student EDI	9.6%	15.8%	36.8%	9.6%	7.9%	20.2%
Student Records	0.8%	1.7%	10.2%	5.1%	40.7%	41.5%

Note: EDI = equity, diversity, and inclusion. Bolded data represent the response option with the highest percentage of selections. Totals may not sum to 100% due to rounding.

Table A4b. Direct Reporting Line(s) of the Most Senior Leader

Most Senior Leader	Dean, School of Medicine	Decanal Leader, Medical Education	Decanal Leader, Academic Affairs	Decanal Leader, Student Affairs	Principal Business Officer	Decanal Leader, Equity, Diversity, and Inclusion	Other Leader(s)
Student Support	31.2%	40.3%	12.1%	0.8%	0.0%	N/A	7.3%
Admissions	29.0%	39.5%	9.7%	14.5%	0.0%	N/A	4.0%
Financial Aid	5.6%	11.3%	0.0%	31.5%	8.1%	N/A	37.9%
Student EDI	54.9%	8.2%	3.3%	6.6%	0.8%	2.5%	9.8%
Student Records	6.6%	14.0%	5.8%	33.9%	5.8%	N/A	30.6%

Note: EDI = equity, diversity, and inclusion. Respondents could choose more than one response option. Bolded data represent the response option with the highest percentage of selections.

Table A4c. Most Senior Leader's Responsibility for Other Learners

Most Senior Leader	Graduate Medical Students (e.g., interns, residents)	Graduate Biomedical Trainees (e.g., PhD candidates)	Graduate Students (e.g., Master's candidates)	Fellows	Dual Degree Students	Non-MD Health Professions Students	Other Learners	None of the Above (Exclusive Choice)
Student Support	8.1%	12.1%	15.3%	1.6%	41.1%	16.9%	6.5%	36.3%
Admissions	5.6%	4.8%	7.3%	4.0%	21.8%	6.5%	2.4%	55.6%
Financial Aid	4.8%	32.3%	37.9%	3.2%	42.7%	37.9%	12.1%	26.6%
Student EDI	33.6%	30.3%	32.0%	17.2%	34.4%	27.0%	4.1%	23.8%
Student Records	4.1%	26.4%	35.5%	3.3%	46.3%	33.9%	8.3%	31.4%

Note: EDI = equity, diversity, and inclusion. Respondents could choose more than one response option. Bolded data represent the response option with the highest percentage of selections.

Table A4d. Average Percentage of Most Senior Leader’s FTE Dedicated to Each Mission Area

Most Senior Leader	Administrative FTE	Teaching FTE	Research FTE	Clinical FTE	Other FTE
Student Support	81.7%	4.8%	0.8%	12.8%	0.1%
Admissions	73.9%	5.3%	2.8%	13.7%	4.3%
Financial Aid	98.2%	0.5%	0.0%	0.9%	1.5%
Student EDI	76.3%	3.5%	1.9%	15.8%	2.5%

Note: EDI = equity, diversity, and inclusion. FTE = full-time equivalent. Totals may not sum to 100% due to rounding.

Table A4e. Terminal Degree(s) Held by the Most Senior Leader

Most Senior Leader	PhD	MD	Other health doctorate (PharmD, PsyD, DMD)	DO	EdD	JD	None of the above (Exclusive Choice)
Student Support	18.5%	75.0%	0.8%	0.8%	8.1%	0.0%	2.4%
Admissions	18.5%	61.3%	0.8%	0.0%	6.5%	0.0%	12.9%
Financial Aid	0.8%	5.6%	0.8%	0.0%	4.0%	0.8%	81.5%
Student EDI	18.9%	49.2%	3.3%	0.0%	8.2%	4.1%	9.0%
Student Records	5.0%	8.3%	0.0%	0.0%	11.6%	1.7%	66.1%

Note: EDI = equity, diversity, and inclusion. Respondents could choose more than one response option. Bolded data represent the response option with the highest percentage of selections.

Table A4f. Average Number of Years Served by the Most Senior Leader

Most Senior Leader	Mean	Standard Deviation
Student Support	7.30	7.150
Admissions	6.49	7.668
Financial Aid	8.32	8.410
Student EDI	4.10	3.922
Student Records	7.66	6.873

Note: EDI = equity, diversity, and inclusion.

Table A5. Student Support Functions With Decanal Titles

Student Support Functions (n of responding institutions)	Decanal Faculty Titles	Decanal Staff Titles	This Function Does Not Have a Decanal-Level Leader
Academic Advising and Support (n = 85)	32.9%	15.3%	51.8%
Access and Accommodations (n = 58)	12.1%	8.6%	79.3%
Alumni Engagement (n = 12)	8.3%	0.0%	91.7%
Clinical Site Credentialing (n = 25)	4.0%	12.0%	84.0%
Enrollment Management (n = 43)	4.7%	7.0%	88.4%
International Student Experiences (n = 20)	15.0%	5.0%	80.0%
Learning Support (n = 80)	18.8%	8.8%	72.5%
Nominations and Student Awards (n = 93)	17.2%	7.5%	75.3%
Pathway Programs (n = 18)	27.8%	11.1%	61.1%
Specialty Advising and Support (n = 96)	43.8%	5.2%	51.0%
Student Career and Professional Development (n = 101)	43.6%	6.9%	49.5%
Student Health and Behavioral Health (n = 53)	9.4%	5.7%	84.9%
Student Milestones Event Planning (n = 91)	15.4%	7.7%	76.9%
Student Organizations/Governance (n = 95)	15.8%	7.4%	76.8%
Student Research and Scholarly Support (n = 29)	41.4%	3.4%	55.2%
Student-Run Clinics and Community Engagement (n = 24)	20.8%	0.0%	79.2%
Student Wellness (n = 91)	28.6%	6.6%	64.8%

Note: Totals may not sum to 100% due to rounding.