



Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices

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Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices

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Foreword

We are very pleased to present policy and decision makers in higher education and the academic community as a whole with this publication titled "Student affairs and services in higher education: global foundations, issues and best practices".

This project follows the successful practical manual for developing, implementing and assessing student affairs programmes and services published in 2002, as part of the follow-up to the 1998 World Conference on Higher Education.

Prepared in collaboration with the International Association of Student Affairs and Services (IASAS), the present book gives useful insights regarding the theoretical foundations and provides an overview of student affairs and services around the world.

UNESCO thanks the International Association of Student Affairs and Services Professionals for their continued support and expert contribution to the development of an area which has become a key concern for higher education systems and institutions.

Georges Haddad
Director
Division of Higher Education

IASAS

The International Association of Student Affairs and Services (IASAS) currently is an informal confederation of higher education student affairs/services professionals from around the world. A number of its members have been actively engaged for some time in defining the need for and organization of an international community of student affairs and services professionals. Several national and regional organizations have recognized the need for better communication and the sharing of professional development experiences such as best practices, internships, exchanges, conferences, colloquia, symposia and other professional development opportunities. Others are assisting developing countries in the preparation of student services workers and the creation of new organizational structures as they build their universities and higher education systems.

Meetings of student affairs/services practitioners

Regular national and international gatherings of student affairs and services professionals occur in such countries as Australia/New Zealand, Belgium, Canada, China, France, Germany, Ireland, Luxembourg, Mexico, South Africa, Spain, the United Kingdom and the United States, with regional meetings in Asia and the Pacific, and Europe. Others have included an international component in their meetings and they have been well attended by individuals from other countries. For example, the association of Student Affairs Administrators in Higher Education (NASPA) of the United States has held 14 annual international symposia, the latest in Seattle, Washington, in 2009.

Inception of this publication

The closing speaker for the 2000 NASPA International Symposium was Mary-Louise Kearney, who was the Head of the Unit for the World Conference on Higher Education Follow-up, Division of Higher Education of UNESCO. During her presentation, she challenged the attendees to work collaboratively with UNESCO and the various student NGOs that are affiliated with UNESCO to develop a student affairs and services manual. She believed that such a publication could be of assistance to those countries and universities around the world that would like to create a high quality and robust set of higher education student services and programmes. These initiatives would be designed to meet both basic student services and more advanced student needs including the enhancement of student learning and student retention, and graduation rates.

The challenge was taken up by a writing team comprised of writers and affiliates from 22 countries. The resulting document, *The Role of Student Affairs and Services in Higher Education: A Practical Manual for Developing, Implementing, and Assessing Student Affairs Programmes and Services (2002)*, was supported by 29 professional and governmental organizations from around the world supported the project.

Foundations of student affairs and services

The 1998 World Declaration on Higher Education calls for a major global effort to improve the delivery of higher education in every country in the world (WCHE, 1998). This call was formulated for a variety of reasons, not the least of which is the important role that higher education plays in the improvement of the social, cultural, political, economic and environmental aspects of the global society. This progress may well occur in different fashions and on different time lines depending on the region or country; however, if any area of the world wants to provide its citizens with an improved quality of life, it must include the funding of a higher education system that will help move citizens toward a better life through teaching, research, advanced employment and service.

The more traditional and most of the not-so-traditional methods of delivering higher education academic degrees are primarily comprised of the classroom instructional model or approach. In addition, there is increasing evidence that higher education also must address the basic personal needs of students by providing a comprehensive set

of out-of-classroom student services and programmes commonly referred to as student affairs and services. These efforts should be designed to enable and empower students to focus more intensely on their studies and on their personal growth and maturation, both cognitively and emotionally. They also should result in enhanced student learning outcomes. Another important rationale for these efforts is economic, because investments in students, and student affairs and services provide a healthy return to national economies as the investments help to assure students' success in higher education and their subsequent contributions to the national welfare.

Student affairs and services professional theory and practice are informed by a number of academic disciplines. Student development theory draws from research in psychology, sociology and human biology. Mental and physical health services rely heavily on medicine, psychiatry, clinical and counselling psychology, education, exercise sciences and health education/wellness, as well as others. The effective administration and leadership of the wide variety of student affairs and services is based, in part, on the theories of management, accounting, human resources, marketing, statistics and educational research, and leadership studies. Because the array of the services and programmes offered by student affairs and services is wide and diverse, the latest thinking, research and practice from an equally wide and diverse set of areas of academic study and practice necessarily underpin its effectiveness (see Section II: Basic principles, values and beliefs that underpin an effective student affairs and services programme in higher education). These perspectives also are utilized in other sectors of society, both private and public.

Another important role for Student Affairs and Services is to prepare students for a life of service to their society. Every day we are reminded of the critical work in the areas of human and social development that needs to be done in many areas of the world, developing and developed countries alike (GUNI, 2008). These professionals are increasingly being prepared to work with their teaching colleagues and non-governmental organizations (NGOs) to increase the amount of community services and service learning opportunities, e.g., internships, experiential units and short-term experiences, available to students as a part of their coursework and degree programmes.

Purpose and use of this manual

The present manual developed by IASAS makes the case for inclusion of a student services/student affairs presence in higher education institutions and how that effort is directly related to the World Declaration on Higher Education. First, this manual has been developed based on the assumptions coming from the World Declaration, especially those that call for student affairs and services functions in higher education. Second, it outlines the principles and values upon which pertinent and effective student affairs and services are based. Third, with the increasing evidence that globalization has spurred a corresponding increase in internationalization of higher education (UNESCO, 2004), it is imperative that all aspects of the academy, including student affairs and services, must respond to and support these new efforts.

Focus is placed on ways to build an effective student affairs and services operation that puts the student at the centre of all efforts by supporting students in their academic endeavours and enhancing their personal, social, cultural and cognitive development. The desired outcomes are the same as those for higher education in general and include:

- a high-quality, well-rounded higher learning experience;
- improved higher education access regardless of ability/background;
- better retention and progress toward graduation; higher graduation rates;
- enhanced career/employment prospects and lifelong learning interests; and
- a life as a responsible, contributing community member and citizen.

Countries or institutions interested in evaluating the effectiveness of their current efforts in student affairs and services or are interested in developing a more structured and complete higher education student affairs and services operation are encouraged to utilise this manual as a guide, template or model to work through those processes. Using an approach that recognizes the need to be cognizant of culture specific situations, it also provides basic standards or guidelines that are applicable anywhere. Members of IASAS are prepared to work cooperatively to facilitate such reviews.

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Introduction

Georges Haddad, Director, UNESCO Higher Education Division

Philip G. Altbach

Students are at the centre of any academic institution, yet many universities have traditionally paid little attention to their students. With the exception of a few countries, there was little focus on the experiences of students outside the classroom until the middle of the twentieth century. Concern about the broader student experience accompanied the expansion of higher education starting, in much of the world, in the mid-twentieth century. Stimulated by the growth and diversity of student populations, a reaction to student activist movements and an understanding that the psychological and social health of students plays a key role in their academic success, the idea of student development and the field of student affairs took shape.

The traditional European university paid little attention to student development. Students were assumed to be adults who were responsible for their lives outside the classroom. The student population, almost exclusively male, was small and from a small elite segment of the population. Much of the rest of the world followed the European academic tradition, either because it was imposed by colonial rule or, as in the cases of Japan and Thailand, it was chosen freely. The main exception to this pattern was the United States which, from the beginning, was concerned with the non-classroom life of students. The idea of *in loco parentis*, that the university acts as a parent to its students, is at the base of this American tradition. Thus, from an early period, American colleges and universities took the extra-curricular life of students seriously. In the early days, professors were responsible for the students - later student affairs professionals took over this task.

Student development and student affairs are now seen as a key task of most academic systems - and with good reason. Post-secondary institutions recognize that academic success depends on students who are healthy, motivated and qualified for their studies. Massification has meant diversification of the student population, with many first generation students having access. In developing

countries particularly, students from previously underrepresented groups, such as women, rural youth, students from ethnic or religious minorities and others are now studying. A concern with students is central to the success of higher education in the twenty-first century.

Acknowledgements

The editors wish to thank UNESCO and the project authors (more than 110 representing 53 countries) for their contributions and support throughout this project. We are especially indebted to UNESCO for providing the final editing and financial support in order for the publication to become a reality. This work focuses on important higher education issues related to development of the total student, including cognitive/intellectual, affective/emotional and social/interpersonal dimensions of the subject. All of this has been framed by the importance of building a sense of community and collaboration at all levels of the institution of higher learning. The input and support of student affairs and services practitioners, and student organizations from around the world have helped make this publication reflective of a global community in higher education and in our field. They confirm the central and common beliefs that unite the student affairs and services profession worldwide.

Recognizing both the diversity of the contributors to this project and the practicality of having UNESCO publish this work, English and French have been chosen as the official languages. Translations are encouraged and the editors have offered to assist with those translations upon request.

Note: The accuracy of the information provided reflects the views and knowledge of the authors and not the editors. Readers are encouraged to contact authors for additional information.

Individuals interested in finding out more regarding student affairs and services as a universal concept are encouraged to contact the Editor-in-Chief. Likewise, anyone who wants to engage the International Association of Student Affairs and Services (IASAS) to consult about developing further the student affairs and services ideas, structures, and functions contained in this work is encouraged to contact Roger B. Ludeman, also the Executive Director of the International Association of Student

Affairs and Services (IASAS), at his email address which can be found in the list of authors and editorial team members in Annex I.

Executive Summary

The Preamble emphasizes the importance of higher education generally and, more specifically, the importance of focusing on students as the centre of that enterprise. Section I, Assumptions, is based on the World Declaration on Higher Education for the Twenty-first Century adopted by the World Conference on Higher Education: Vision and Action, October 1998. From this emanates the idea that meeting student needs through an effective student affairs and services programme is central to the development of successful higher education outcomes.

This leads into Section II, comprised of the principles, values, and beliefs that form the basis of the student affairs and services field. These beliefs are what student affairs and services workers diligently strive toward and what is taught to students. They guide us in focusing on development of appropriate, high-impact student services, and comprise the 'road map' that is followed in developing and providing the critical services and programmes necessary to enhance student learning outcomes and ensure student success.

The entity of student affairs and services is increasingly recognized as a professional force of importance in higher education around the world. Entrance into the profession will increasingly require preparation and training commensurate with the duties to be performed and the national context for higher education. Section III addresses different models of professional preparation as well as ongoing professional development that assist student affairs and services staff in keeping up with changing students and issues, and new skills needed to administer such efforts.

All functions in higher education must be properly managed, including student affairs and services. Section IV outlines the importance of effective use of research, evaluation, assessment, strategic planning, accreditation and standards in higher education student affairs and services, within the context of a student affairs/services vision, mission and operational policies that are congruent with those of the institution.

Section V describes a relatively new area: safety, security, risk management and legal aspects of student affairs and services. Recent world events including terrorism and conflict, along with risks and legal issues associated with health, safety, the environment and human rights are demanding that more attention be paid to these areas of students' lives and the administration of student affairs services and programmes.

All professions must have codes of ethical behaviour and Section VI outlines the subject of ethics and the student affairs profession. What concerns most practitioners have in relating personally to students and to each other? What role can student affairs and services professionals play in creating an ethical environment on campus? This section contains examples of what a code of ethics might look like.

Because of the rise in the number of armed conflicts and severe disasters around the world, more attention needs to be paid to how higher education can play a role in post-conflict and post-disaster regions. Section VII, higher education student affairs and services in post-conflict/post-disaster countries: laying a foundation for the future, provides the reader with indications how such assistance would play out, particularly related to student affairs and services. What are the unique challenges these countries face and how can student affairs practitioners play a role in meeting them?

Section VIII outlines the specific student affairs and services functions in higher education that are in use throughout various areas of the world. Written by authors from all over the world, this section gives the reader an overall picture of specialty areas that could be under the umbrella of a student affairs and services division within an institution of higher learning. They are presented with the idea that such services should be provided only as appropriate for the specific culture and country considering implementing them. No one model, array of student services functions, or set of activities is recommended for all situations, institutions, or countries.

Section IX is a series of country reports on student affairs and services practice around the world. One can easily see that delivery systems vary from country to country both in terms of type and extent of development. This indicates, once again, how local and regional culture, traditions, economics and politics most often dictate the status of higher education, and student affairs and services. The authors have

captured the uniqueness of delivery systems from country to country. On the other hand, similar to the approach used in the World Declaration on Higher Education, this manual establishes the premise that there are basic values and principles that are pertinent to the development of an effective higher education student affairs/services operation regardless of one's location.

Finally, Section X provides a comprehensive array of information on regional and international higher education, student, and government associations/organizations related to student affairs and services. Readers are encouraged to utilize these resources, and those mentioned in the Country Reports, for assistance.

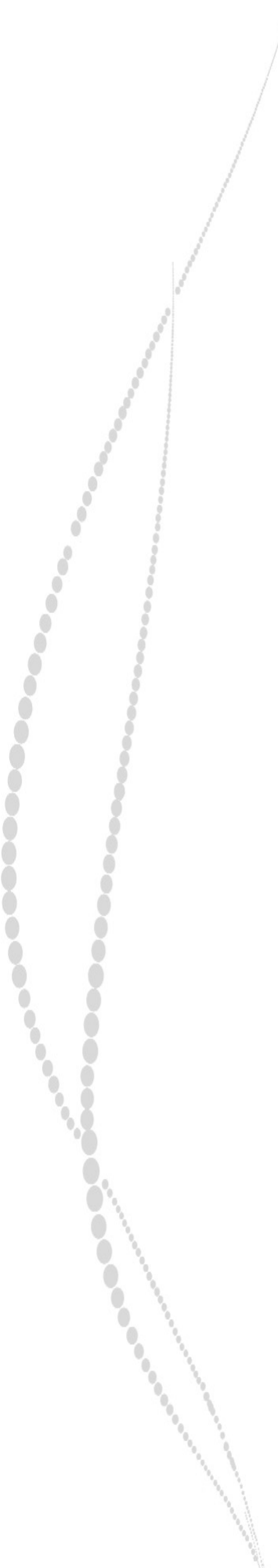
This manual has been prepared for UNESCO by the International Association of Student Affairs and Services (IASAS). A major purpose for the existence of IASAS is to assist those countries and institutions that are developing their higher education infrastructures - especially those that intend to encourage, support and enhance student enrolment so that they are able to be successful in their life work and careers, and meet the needs of society. An effective student affairs and services operation is essential to meeting those goals. Readers are encouraged to contact IASAS for assistance.

Preamble

The World Declaration on Higher Education, adopted in Paris in 1998 at the first World Conference on Higher Education sponsored by UNESCO, sets forth a vision and guiding principles designed to meet the challenges of the twenty-first century.

Among the principles underlying the World Declaration, those most pertinent to the development of student affairs and services, include the following.

1. There is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio-cultural and economic development. The career development, employability and lifelong learning capabilities of students are essential ingredients in these processes.

- 
2. The sharing of knowledge, international cooperation and emerging technologies can offer new opportunities to reduce the gap between industrially developed and developing countries regarding access to and resources for higher education. They also can help in reducing the increasing socio-economic stratification and differences in educational opportunity within countries at all levels of wealth and development.
 3. Societies have become increasingly knowledge-based so that higher learning and research are essential to the cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education is therefore confronted with the challenge to make the most radical change and renewal it has ever undertaken. It must take the lead in moving our society from mere economic considerations to the deeper dimensions of the greater good for all humankind, including world peace. In doing this, it must address social needs and promote solidarity and equity, and both preserve and exercise academic and scientific rigour, originality and impartiality.
 4. This requirement that higher education change substantially, that it enhance its quality and relevance, dictates the strong involvement of all of society including government higher education and all its multiple stakeholders.
 5. Higher education must place students at the centre of its focus within a lifelong learning perspective so that they are fully integrated into the global knowledge society of the twenty-first century. Students must be considered as equal and fundamental partners and stakeholders in their own education, with the right to organize themselves as they see fit within the context of their education institutions, systems and communities.
 6. More diversified international cooperation and exchange comprise major avenues for advancing higher education throughout the world, and must include exchanges of scholars and students, cooperative research, and enhanced information and technology transfer.

7. Access to higher education, despite possible limitations owing to institutional or governmental financial resources, potentially must be available to all qualified individuals regardless of background or personal characteristics. The World Declaration noted, in particular, that much more needs to be done to promote increased participation by women. Other sections of the World Declaration refer to a number of other underrepresented groups experiencing limited access to higher education in most parts of the world. It is that broader call for inclusion and diversity that guides the development of this document. These groups, including women, are addressed specifically in this manual.

While the aforementioned factors are critical to the future of higher education in the world of today and tomorrow, they all must take into account the profile of cultures, values and circumstances of each region and nation.

Reference

World Conference on Higher Education (WCHE). 1998. *Higher Education in the Twenty-first Century: Vision and Action. World Declaration on Higher Education for the Twenty-first Century; Framework for Priority Action for Change and Development in Higher Education*. Paris, UNESCO.

Assumptions

In the context of unprecedented demand, increasing diversification and the vital role it plays in the economic and socio-cultural development of nations, higher education needs to address a number of challenges. These challenges include financing, equality of access, widening participation, the improvement of support and developmental services, effective use of technology including distance learning, use of new and more flexible learning formats, ensuring student attainment of new skills and increased employability, as well as the need for international cooperation.

For higher education to play its role in promoting ideals and values associated with a world culture of peace, it needs to become an agent of change, to respond to social needs and to promote the principles of solidarity and equity. One of the important ways to meet the challenges is to become more student-centred in all aspects of its activities, to encourage the development of a citizenry fully able to take its place on the community, national, regional and international stages.

The following assumptions, derived from the World Declaration, make a strong case for the development and implementation of a highly effective student affairs and services programme in higher education around the world. Each country, as a unique sector of society, will have to bring its own traditions, culture, social infrastructure, and priorities into the development of this invaluable array of services and programmes; nevertheless, it is imperative that higher education include such services and programmes to promote quality of student life, meet student needs, and enhance student learning and success.

The development of higher education must therefore recognize the importance of making allowance for national identities. At the same time, there are universal values that transcend individual cultures and their political and economic contexts. It is these

values that comprise the necessary underpinnings for a solid global education framework that advocates for peace, justice, democratic practices, human rights and sustainable economic development for all. Student affairs and services efforts have always been at the centre of recognizing cultural differences and, simultaneously, promoting universal values.

Higher education student affairs and services are designed to provide access to higher education, enhance student retention and graduation rates, develop global citizenship skills, and provide society with new human capital and potential that can help everyone as we move forward toward a true family of nations.

The assumptions found in the World Declaration that call for such efforts are described below.

1. Education at all levels clearly has been established as a staple process in the development of a just and prosperous society. It has a number of roles including that of preparing students for active roles in society, matching their skills and needs to those of society. Regional and international cooperation would be beneficial in accomplishing that task.
2. Women are under-represented in higher education. Equity in educational access of prospective students from all groups and levels of society is a foundation for success in higher education. As was pointed out in the Preamble, there are numerous underrepresented groups based on geography, demography and/or personal characteristics that need to be encouraged and supported as they consider higher education as a possibility for improving their lives. The discrimination against and underrepresentation of these groups will be addressed several times throughout the manual.
3. Information technology and telecommunications must play a major role in developing a quality educational programme. Access to this technology must be available regardless of the backgrounds of the students involved. Training of faculty, staff and students to utilize the full range of available hardware, software and structures/systems to deliver timely and accurate information is just as important as access.
4. Freedom of expression and a free exchange of ideas are central to a quality higher education system. Academic freedom is a concept that must extend to faculty, staff and students alike. To ensure these principles will prevail, it is essential for higher education to have ongoing and systemic support. This support must include not only direct financial assistance for institutions and students, but also an integrated support system that weaves government, community, the private sector and education of all kinds and levels into a seamless whole.

5. Sound management and fiscal autonomy, with appropriate oversight by governmental agencies and guided by constituent involvement and critique, are important ingredients in successful higher education structures. Related to those principles is the reality that higher education must seek multiple sources of funding both within traditional structures and throughout the public and private sectors. Formation of strategic partnerships with these groups could afford higher education new ways to achieve its goals of enhanced student learning and success.
6. Ongoing professional development of faculty and staff must be an integral part of the basic way of doing business in higher education. In addition, students must be afforded quality career guidance and development opportunities to facilitate the transition into, through and out of higher education into society and the world of work. This concept of career guidance and how it is applied may vary by country.
7. Assessment and evaluation of learning outcomes, instruction, research and services must be an integral and ongoing part of higher education. Continuous quality improvement of all structures is necessary in order to meet student and societal needs.
8. Society must make the assumption that students are capable of learning and organizing themselves to participate in higher education governance. They are key stakeholders who deserve the respect due to equal members of society. It is also reasonable for society to assume that students will enter higher education with the idea that they also are obligated to utilize the resources provided to them in a responsible fashion and to contribute to society by becoming worthy, actively involved global citizens.
9. Education of students must be done in a holistic fashion, treating the student as a whole person. This is in keeping with the idea that education is for the purposes of enhancing life, developing employability in the appropriate level of the workforce, transmitting and improving culture, and liberating the minds of students to pursue liberty as responsible and intellectually curious citizens.

Reference

World Conference on Higher Education (WCHE). 1998. *Higher Education in the Twenty-first Century: Vision and Action. World Declaration on Higher Education for the Twenty-first Century; Framework for Priority Action for Change and Development in Higher Education.* Paris, UNESCO.

Basic principles, values and beliefs that support an effective student affairs and services programme in higher education

Roger B. Ludeman and C. Carney Strange

In order for any part of the higher education enterprise to be applied consistently and to be of top quality, it must be grounded in a set of principles and values that takes into consideration the expressed needs of those whom it serves (that is, students). This manual concerns itself with student affairs functions and services that nurture the success of students as learners in the academy. While specific principles, values and beliefs might vary, depending on the region or country of origin, the tenets outlined here have nearly universal appeal and allow readers to understand how they might apply to the creation and ongoing assessment of student affairs functions and services in higher education anywhere.

Purposes and partnerships

1. Higher education and student affairs professionals, as integral partners in providing services and programmes, must be student-centred and acknowledge students as partners and responsible stakeholders in their education. Along with institutional decision-makers, government officials and UNESCO representatives, students must also be included in the process, as well as in follow-up conferences and meetings related to the proceedings of the WCHE. Students have the right and responsibility to organize, to participate in governance, and to pursue their personal and social interests.

2. Partnerships with all constituents, both within and beyond the academy, must be established to promote not only lifelong learning, but also learning for life. Such partnerships should include students, faculty, staff, alumni, parents, employers, social service agencies, primary and secondary school systems, government agencies and representatives of the local, national, regional and global communities.
3. Student affairs functions and services must be delivered in a manner that is seamless, meaningful and integrated with the academic mission of the institution. These practices and resulting policies must be built upon sound principles and research, and carried out by partnering with others throughout the campus community.
4. Student affairs and services professionals are key players in the advancement of the talents of all nations. This requires partnerships at the national and international levels, through cooperative exchanges, conferences, seminars and shared research.

Access and diversity

1. Higher learning is enhanced by creative conflict, in particular as students, faculty and student services professionals of varying backgrounds encounter in one another differences of histories, experiences and points of view. Thus, every effort should be made to attract and retain a diverse student body and staff.
2. The mission for student affairs functions and services must be consistent with the institutional mission, its educational purposes, the locale in which it is operating and its student characteristics. Programmes must be established and resources allocated for the purposes of meeting the ultimate goal of student affairs functions and services: enhancement of student learning and development.

Learning

1. Higher education must address the personal and developmental needs of students as whole human beings. Student affairs functions and services should assume leadership in this regard, as well as in the appropriate advocacy of students in general.

2. The mission for student affairs functions and services must be consistent with the institutional mission, its educational purposes, the locale in which it is operating and its student characteristics. Programmes must be established and resources allocated for the purposes of meeting the ultimate goal of student affairs functions and services: enhancement of student learning and development.
3. Students encounter three major transitions related to their higher education experience. They first move into higher education, second through their collegiate and university life, and third from higher education into their careers and immediate workplace. Support must be available for students during these transitions, in the form of timely and accurate information, a broad range of services, and activities that engage them in the learning process within and beyond the classroom.
4. Learning is complex and multi-faceted. For society to benefit fully, the processes of learning must be lifelong in scope and varied in contexts.
5. All higher education stakeholders must promote independent, self-directed student behaviour, within a community context. Worthy citizenship and service to the community, in particular, are important values to promote during the post-secondary experience.
6. The delivery of student services and programmes is based on a number of critical values, including diversity, pluralism, inclusiveness, community, high expectations, a global view, citizenship and leadership, ethical living, the inherent worth of the individual and the idea that students can and must participate actively in their own growth and development.
7. Higher education must prioritize academic and career counselling programmes to assist students in preparing for their life work, employment and subsequent careers beyond the academy.
8. Tools of information technology should serve as means, rather than ends, in the student learning process. Student affairs and services professionals should explore ways in which they can enhance student learning through technology and promote effective student usage, through advising, counselling, development of appropriate systems and training.

9. Student affairs and services professionals expect students to engage in their institution and the learning process, consistent with principles of academic and personal integrity, responsible behaviour in a community setting, and the exercise of appropriate freedoms developed within a national, as well as local and institutional, context. Good practices in student affairs and services build supportive and inclusive communities, locally and globally.

Resource management

1. Student affairs functions and services must subscribe to high standards of practice and behaviour, including professional preparation, assessment of professional qualifications, continuing training and development, evaluation of services, programmes and staff performances, assessment of student outcomes, adherence to codes of ethics and use of effective management practices. All are necessary in order to deliver the best in services and programmes, and to remain accountable to students and other constituents.
2. Student affairs and services funding sources ideally should be diversified and include significant institutional support. Funding from outside sources, such as grants from foundations and philanthropies, cooperative relationships and alumni donations, may be necessary in order to provide the array and level of services required.
3. Resources must be allocated to those student services and programmes that enhance student learning and success in relation to demonstrated need and demand.
4. Information technology (IT) is essential to efficient and effective management of student services and programmes. IT must therefore be made available to students, and to student affairs and services workers in order to achieve learning and success goals for students.

Research and assessment

Student affairs and services professionals, along with teaching faculty, bring to the academy a particular expertise on students, their development and the impact of their learning environments. They gain that information through systematic enquiry, including both quantitative and qualitative research methods. They are closely aligned with the academic mission and serve as invaluable links between students and the institution. They also serve as role models with high expectations of students and their capacities for learning.

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The central role of professional preparation and professional development of student affairs and services staff

Jane Fried and Jacqueline Lewis

Introduction

The premises on which universities are founded as well as the role that each institution plays in its particular region vary dramatically across the world. The very specialized profession of student affairs has developed most extensively within the borders of the United States. The tradition in the United States combines the English collegiate model, which emphasizes the development of student character within a Christian tradition, and the European university model which emphasizes the development of the student intellect, leaving character development, recreation, housing and most other areas of student life to the students themselves.

The British system is primarily residential and the European system has historically been non-residential, leaving students to find their own accommodation. With the exception of some tribal colleges in North America, most universities operate within the Eurocentric framework. As the practice of student affairs and services continues to move into institutions around the world, it is imperative that the cultural framework of the profession be made visible so that it can be reframed to serve the needs of students and institutions in the cultures and nations where such efforts are being developed.

In each country the student affairs profession and the services its members provide depends on the cultural context, the philosophy of higher education, the funding available and the organizational structure of higher education institutions. Thus, some of the student services may be provided by faculty or by faculty and staff and, in a vast majority of countries, many student services professionals will not have an academic degree in student affairs although they will most certainly receive or have had specific training for the work they do.

Globally, there are increasing indications that the practice of providing services to students is evolving into the profession of student affairs. Student affairs organizations have now been established in countries and territories such as Australia and New Zealand, Canada, Germany, Hong Kong (China), the Philippines, South Africa and the United Kingdom. The aims of these organizations are to provide a forum for professionals serving students in post-secondary settings to promote the professional development of their members, to facilitate the exchange of ideas and to provide opportunities for networking with other professionals.

Because of the range of types of preparation that student affairs professionals receive, it would be helpful to explore an incremental approach to professional training. This approach might be based on the development of specific modules and a system of accumulating credit toward an internationally recognized certification.

Theoretical knowledge vs contextual realities

Contextualism has become fundamental to the understanding of all human situations. A contextual approach to student affairs practice limits, but does not exclude, the use of universal principles as a source of guidance. The profession of student affairs was founded within a frame of reference that assumed the universality of ethical principles and principles of good practice (Fried, 2003). The various developmental theories that guide student affairs and the management principles that many have adopted are, in reality, based on Western understandings of both human and organizational behaviour (Komives and Woodard, 2003).

Although American ideas are becoming more widely known throughout the world as business and other institutions globalize, the general approach to development and valuation adapts to local circumstances as it travels. The value system in the United States is not the same as that governing values or evaluation in Brazil, France, Ghana or Thailand, although these frameworks have much in common. Student affairs practitioners must therefore have a thorough knowledge of both the widely accepted

theories and practices that govern the profession in the United States and of the cultural context, values, economics and politics that shape the institutions where they practice outside the United States.

As higher education and student affairs professionals around the world organize the delivery of services to students, the kind of student services available and the manner in which they are delivered are strongly influenced by the purpose of education in that society and by the philosophy that undergirds higher education. As student affairs in countries other than the United States develop professional identities, it is essential that they develop a body of knowledge that is grounded in an understanding of their students and their own cultural context. This includes identifying values and ethical standards, and developing a theoretical base that describes and explains student needs and development, designs, implements programmes and identifies good practices that promote student success.

Knowledge of students and their cultures

The fundamental area of expertise for the student affairs profession is knowledge about students, their cultures, their needs and their development. Preparation programmes should include exposure to the theories of cognitive and psychosocial student development. Practitioners must also learn about the cultural beliefs about human development along the axes of individuality and collectivism, past/present/future time orientation and interior vs exterior locus of control (Ibrahim, 1996). Students must understand the range of spiritual and religious beliefs held in a particular region and how they are integrated to daily life. It is essential that students be trained to critique their theoretical knowledge from the cultural perspective of the area in which they are practising.

Many cultures operate from a collectivistic perspective and so student affairs professionals in different countries must identify key philosophical constructs, values and best practices that enable their student to achieve and that are congruent with their cultural context. This is not to say that student affairs professionals from different countries cannot learn from each other; in fact, quite the opposite - they can and should. However, it is disingenuous to believe that philosophy, theories and programmes can be transplanted from one societal context to another without considering cultural values and norms. Apart from the fact that such behaviour is ethically questionable, it will not serve students well and there is a very strong likelihood that such initiatives will not be successful.

Having a theoretical base is critical for the profession in each country so that it has a lens through which student affairs professionals can understand and interpret the needs and behaviours of their students and the higher education contexts in which they function. These theories can also help student affairs professionals to explain behaviours and allow them to predict future behaviours, to plan and influence student outcomes, and to assess their initiatives.

In some countries, the purpose of higher education is to provide students with the knowledge and skills needed to become productive citizens and to have successful careers; addressing the social and emotional needs of their students is not a priority. This approach to higher education exists because the societies have institutions such as family, religion and the community whose responsibilities include addressing these concerns.

In the United States higher education is concerned with the all-round development of students and, as a general rule, going away to college is seen as a rite of passage on the path to adulthood. Colleges in the United States may provide more resources for addressing student social and emotional needs is the case in countries where external groups are more responsible for students' personal lives. In addition to general and theoretical knowledge about students and their cultures, practitioners must also have some understanding about the interactions among students from different groups, including the history of relationships, alliances and conflicts among their home countries and ethnic groups.

The United States tradition focuses heavily on individual relationships and does not generally help students understand how wars or alliances that happened centuries ago can still powerfully affect students from those groups who are studying together in the twenty-first century. Rodney King, victim of a beating by Los Angeles, California, police following a traffic violation in 1991, asked the question, 'Can't we all just get along?' While his question was poignant and relevant for the time and situation, it may be too simplistic to be of much help in most difficult situations when they emerge from a long history of conflict between groups.

Needs assessment, programme development and feedback

The development of theories to guide the practice of student affairs requires research and assessment. It is essential that student affairs professionals across the globe engage in research so that they can develop theories that describe and explain their students and the higher education institutions with whom they work. Student services

staff members must be able to gather empirical data about the students on each campus and share their findings with the campus community. This approach to data gathering includes locally developed assessment instruments, surveys and other types of analytical and descriptive information as well as phenomenological material gathered from observations and focus groups. All data must be systematically gathered and analysed so that they become an accurate description of campus circumstances and a reliable guide to the improvement of services. Such research efforts must be on-going as students and their needs continue to evolve and change.

There are some student needs, such as the need for career counselling, that seem to be fairly uniform throughout the world and others that vary by location and the expectations of local student bodies. Students who attend university generally expect to become trained for a profession, but they may have made the key career decisions before they applied to a specific institution. A change of field of study often involves a change of faculty or institution as well. Consequently, career development offices need to be tailored to the expectations and curricula of each institution. Students also have universal needs for socializing but may have a tradition of organizing their own clubs, teams and societies, and have very little interest in being supervised by professional staff members. Systematic assessment of student needs for support in organizing their own activities should emphasize questions about student interests and concerns and also ask what kinds of support would be welcome. The establishment of a consulting relationship with student groups may be the best initial approach along with developing trusting relationships with the leaders of these groups.

In the areas of academic support, tutoring and learning skills, student needs can be determined by a review of academic behaviour and progress. The data gathered should include faculty observations as well as student opinions. Finally, a scan of each campus environment in terms of student behaviour, use of time, activities that are typical at student gathering places and student opinion about the quality of life on campus can be very useful in determining what services might be appreciated and well-received. Programmes and activities that are developed as a result of the various assessments should be vetted with representatives of the populations for which they are designed and critiqued in the light of the cultural frameworks that shape campus life.

The uniqueness of each cultural context therefore necessitates that student service professionals across the globe engage in assessment. If assessment results are to provide feedback about the effectiveness of services and to serve as a means of identifying best practices, it is critical that assessment instruments be customized to

the context that they will assess and that the identified student and organizational outcomes are congruent with cultural values and norms.

Needs assessment, programme development, and giving feedback are critical skills for student affairs and services practitioners. Any formal preparation programme and ongoing professional development efforts must include such subjects.

Interpersonal skills

Although the desire to build trusting and trustworthy relationships is universal, the means by which this is accomplished varies from place to place. Student affairs professionals must be skilled in developing relationships, beginning from their own set of cultural assumptions about empathy, accuracy, veracity, fidelity and fairness. These types of skills are typically taught in introductory counselling or communication courses at the graduate level. However, many of the popular counselling models and theories are embedded in White American, middle-class values and communication styles (Sue and Sue, 2003). Theories that take into account race, ethnic and gender differences, and that are more egalitarian in nature, such as multicultural counselling and therapy (Sue, Ivey and Pedersen, 1996) and feminist counselling must be integrated into the curriculum.

As several countries subscribe to a collectivistic worldview, it is also important that counselling theories and helping preferences that represent a non-Western worldview are included in the curriculum of student affairs preparation programmes. Helping approaches that are standard practices in other cultures can supplement the Western interpersonal models and theories.

Such a foundation must be enhanced by a thorough knowledge of local norms and beliefs including variations in eye contact, verbal and non-verbal greetings and forms of address, appropriate topics to discuss among people who are not close friends, attitudes of students toward professional staff, expected ways of demonstrating respect for others, expression of emotion, the role that families play in the decisions that students make and the importance of maintaining face.

Student affairs professionals must be knowledgeable about all of these aspects of communication in order to build good relationships with students and faculty (Okun, Fried and Okun, 1999). They must also be able to identify differences in these areas among students from different backgrounds so that inadvertent insults and

misunderstandings can be sorted out from a cultural rather than a personal perspective. Education about different approaches to communication across cultures may provide one fruitful area for student affairs programming. This includes being knowledgeable about high context and low context communication patterns.

Finally, one of the traditional roles that student affairs professionals perform on campus is to help groups who have common interests connect with each other for their mutual benefit. This role includes helping groups find common interests and projects, and helping them address conflicts that may develop as part of the process. Effective interpersonal skills are critical to fulfilling this role. These collaborative activities also have a great potential for helping all students learn to negotiate, solve problems and develop cognitively as they assume their future responsibilities in their own countries.

Leadership and management skills

Student affairs as practised in any specific institution needs to develop a framework for mission, goals and assessment of outcomes within the overall purpose of the institution. The staff needs to understand the role the institution plays in the lives of its students, and in the politics and economy of its area. Given that frame of reference, the student affairs unit must be able to: do the following:

1. Express its mission to the entire community and place the work of the student affairs staff within the mission of the university.
2. Develop programmes that are relevant to the needs of the students and can be integrated into the curricula of the various areas of study.
3. Manage budgets and allocate resources effectively.
4. Administer programmes and services in ways that are culturally appropriate.
5. Participate in institutional governance.
6. Communicate accomplishments of the unit.
7. Provide for staff supervision and professional development.
8. Operate within the legal requirements of the institution in the development of policies.
9. Adopt technology and integrate it into programme and service delivery.
10. Engage in continuous strategic planning and outcomes assessment.

Modelling student affairs and services globally

The traditional models for the delivery of student services and the oversight of student affairs were developed in the twentieth century, mostly in the United States. Graduate preparation in the United States must expand to include exposure to global developments affecting higher education politically, economically and educationally. The increasing number of opportunities for graduate students to travel abroad is one effort to address this issue.

Other additions to the traditional curriculum might include study of one or more languages, inclusion of anthropology, international finance and education, cross-cultural counselling and opportunities for field experiences in universities outside the United States. Models will develop and evolve as global approaches to education change and are influenced by immigration patterns, distance learning and increasing participation in exchange programmes. The roles that the profession plays in different places may change but its purpose will probably remain constant: to help students achieve their goals for themselves and their families in the context of their own values and beliefs about their purpose in life.

Additional professional development for student services professionals

Since the profession of student affairs and services is evolving globally in countries that do not provide specific academic education in this field, professional development will take the form of seminars, workshops, self-directed learning and experiential learning under the guidance of more experienced professionals. The subject matter for advance training is similar to that provided in existing academic programmes. The format for learning will change as the needs and context change. Currently several United States professional organizations are providing educational trips for Americans to visit institutions around the world in order to understand the ways in which student services are delivered in these areas.

'Putting Students at the Center: A Transatlantic Dialogue on Student Affairs and Services', a 2008 international conference sponsored by the Université du Luxembourg, is an example of an event that has occurred for this purpose. Presumably, additional forms of training and advanced education will continue to evolve as the need arises and new forms of learning are created.

Conclusion

In 2000, IASAS was founded to promote communication among student affairs organizations worldwide and to encourage the professional development of student affairs across the globe. In conjunction with UNESCO, IASAS published a short document *The Role of Student Affairs and Services in Higher Education: A Practical Manual for Developing, Implementing, and Assessing Student Affairs Programmes and Services* (UNESCO, 2002) that highlighted the need to recognize the role of student services in higher education worldwide and to describe the philosophy and values that guide the practice of the student services profession. It contended that higher education and student affairs must collaborate in providing services for students.

One of the key values identified in the present manual is ensuring that services are student-centred. It also recognizes that the cultural context within each country will influence the way in which services are developed. The manual can be used as a framework by higher educational institutions to examine the effectiveness of their services or to guide the development of student services at an institution.

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Research, evaluation, assessment and strategic planning in higher education student affairs and services

John H. Schuh and Andrew West

Fundamental to any profession is the capacity and willingness to objectively assess and evaluate programme and service delivery. The profession of student affairs and services is no different. Student affairs practitioners provide services, programmes, and learning experiences for students throughout the course of their collegiate experience and are well positioned to provide critical information about the student experience to faculty and institutional leaders. They also serve as a valuable early warning system to university leadership on issues affecting students and their social and learning environments. Through their interaction with students, they are well positioned to create various learning opportunities that result in student growth and development.

Institutions of higher education are increasingly expected to demonstrate the value that they add to the student experience. The level of expectations has been raised by governmental entities, accreditation bodies, students and their parents, and other stakeholders. Institutions can no longer afford to ignore these stakeholders since the competition to attract able students is rigorous, accreditation bodies are demanding evidence from institutions that support their claims of effectiveness, and governmental entities are under great pressure to allocate increasingly precious resources. Institutions of higher education need to demonstrate unequivocally that they are effective and efficient.

Within institutions of higher education, student affairs programmes, services and experiences similarly must demonstrate effectiveness. Internal stakeholders such as faculty members and administrators expect that student affairs will provide data showing that resources are used widely by students and that students will develop in ways consistent with the institution's mission and goals for student learning. Without conclusive evidence that student affairs units are making a difference in the lives of students, student affairs runs the risk that budgets will be reduced and staff positions reassigned.

Providing data demonstrating how various programmes and services add value to the student experience has become a central function for student affairs. Typically, the value added is in the context of an institution's mission and learning goals for its undergraduate students.

For the purpose of this paper, we define research as enquiry related to the testing of theories and constructs, and assessment as the collection of evidence to determine programme or unit effectiveness. Evaluation is the use of assessment data to improve unit or programme effectiveness. Strategic planning is a process by which a unit or programme aligns itself with significant aspects of its environment (Schuh, 2003, paraphrasing Rowley, Lujan and Dolence, 1997).

Various purposes of assessment and evaluation

The attention of student affairs and services practitioners in recent years has been directed towards improving student learning through educational programming intended to facilitate the learning goals of the institution. Accordingly, measuring the outcomes of such programming has become a significant activity for student affairs staff who are asked to design assessment and evaluation studies that answer the following questions:

1. Did participation in the experience enhance student learning?
2. If so, how?

The campus culture and the perspectives of students on various aspects of institutional life also are important aspects of student affairs assessment. The range of such assessments can be quite broad, from seeking the opinions of students as they matriculate at their college or university to learning how graduates have evaluated elements of the undergraduate experience in the context of preparing them for their

lives after graduation. While enrolled, students can provide their evaluation of various programmes, services and experiences in the context of their goals for the educational experience; they also can describe how the institutional culture has affected their learning.

Other elements of student affairs assessment and evaluation are the comparison of student affairs units at one institution with similar units at other institutions and the benchmarking of services and programmes. Assessments can be designed to draw comparisons with institutional standards, with peer institutions and with professional standards. Such comparisons can be very useful in the ongoing development and improvement of programmes and services.

Student affairs programmes and services, because of their focus on the lives of students, are positioned appropriately to collect meaningful student data that, once collected and analysed, can be used for research purposes in addition to programme development. Faculty members most commonly will conduct such research studies, but the results of them can and should be used to inform professional student affairs practice.

In order to improve programmes and services and determine if students have learned the intended outcomes resulting from those programmes and services, information and data are collected to do the following:

- Determine the effectiveness of promotional material.
- Track the number of students attending programmes and monitor waiting lists.
- Establish demand, need, focus and applicability of programmes, services and experiences; assess unmet needs.
- Gauge student satisfaction.
- Assess campus learning and physical environments.
- Analyse and describe campus culture.
- Assess quality of effort.
- Assess learning.
- Benchmark current practices with the best practices at other institutions as well as with institutional standards.
- Monitor the sources of student referrals and monitor outside agency referrals.

- Determine student attrition and retention rates and track graduation rates.
- Receive student feedback on key issues and ideas and determine programme success rates.
- Track student employment rates upon graduation.

Assessment and evaluation strategies

Various strategies can be used to conduct assessments and evaluations. Important questions that need to be answered in developing an appropriate strategy are the following:

1. What is the purpose of the assessment?
2. What information is needed?
3. What is the most appropriate methodological approach?
4. Who will be invited to serve as participants in the project?
5. What instrument(s) will be needed?
6. How will the data be analysed?
7. How will the results be reported?
8. How will the project contribute to organizational improvement?

A significant issue to be addressed and resolved is if the assessment should be conducted using quantitative methods, qualitative methods or a mixed methods approach employing quantitative and qualitative methods. Each approach has advantages and disadvantages, and if time and resources permit, using a mixed methods approach often will yield comprehensive information. However, mixed methods studies require a significant range of methodological expertise as well as time and other resources. Consequently, investigators usually have to choose either a quantitative or a qualitative approach.

If a quantitative approach is employed, another decision that the investigators need to make has to do with the instrument used in the study. Using a commercial instrument has advantages, as well as some drawbacks. The same can be said for developing an instrument specifically for the study using campus-based resources. A definitive answer as to which approach is preferred is difficult to provide. More importantly, the investigators need to look at the study's purpose, their own level of

expertise and the resources that are on hand before deciding on which instrument to employ. It is important to note, however, that the psychometric properties of the instrument must be satisfactory regardless whether a commercial instrument is purchased or an instrument is developed on campus specifically for the study.

A number of instruments have been developed and used over the years to measure selected aspects of the student experience. Although this list is not comprehensive, among those instruments used commonly in the United States, are the Freshman Survey, College Senior Survey and the Your First College Year Survey, all available from the Cooperative Institutional Research Programme at UCLA;¹ the College Student Experiences Questionnaire, the College Student Expectations Questionnaire and the National Survey of Student Engagement, all available from the Center for Postsecondary Research at Indiana University, Bloomington;² and various questionnaires and instruments related to the college student experience from the American College Testing programme (ACT).³

How the population for the study will be defined and if all of the members of the population will be invited to participate in the study needs to be determined by the investigators. A sample of the population's members is often selected for participation if the population is quite large. Various approaches to inviting individuals to participate in the study are available to the investigators with some form of random sampling being preferred to the use of convenience samples (Upcraft and Schuh, 1996). The investigators also will need to determine what will be an acceptable level of sampling error and the number of times nonrespondents will be invited to participate.

Some of the actual assessment techniques commonly used in student affairs and services include mail, telephone and web-based surveys; focus groups; individual interviews; writing samples including personal journaling and portfolios; benchmarking, demographic, cost-benefit analyses and other comparative studies; and more traditional testing.

Significant technological advances have occurred in recent years to assist in instrument preparation and data analysis. Several of these feature electronic preparation of instruments, web-based sampling, data collection and data analysis. These technological tools can expedite the assessment and evaluation process.

Within the higher education sector in the United Kingdom, there has been so far

¹ <http://www.gseis.ucla.edu/heri/cirp.html>

² <http://www.cpr.iub.edu/index.cfm>

³ <http://www.act.org/path/postsec/promote.html>

IV

relatively little take-up of what might be described as the 'learning reconsidered' agenda, arising from the two NASPA publications of 2004 and 2006 that have been so influential within the student affairs profession in the United States. The learning-reconsidered position might be summed up by the argument presented in the 2004 report (NASPA and ACPA, 2004, p. 5) that 'traditionally distinct categories of academic learning and student development [must] be fused in an integrated, comprehensive vision of learning as a transformative process that is centred in and responsive to the whole student.' Since this fusion is not thus far - taking place in the United Kingdom anything like as comprehensively as in the United States, the impact is felt in terms of evaluation of United Kingdom student affairs programmes. United Kingdom assessment methodologies typically remain at a somewhat instrumental level, largely based around the measurement of student satisfaction, rather than any attempt to gauge influence on student learning. Notwithstanding a number of more recent movements in the opposite direction, there is considerable emphasis on students as customers, rather than as active participants and co-creators of their own educational development. Some of the external benchmark quality standards that are currently relatively popular for student affairs in the United Kingdom (for example the 'MATRIX' standard for initial guidance and advisory services) arguably have the effect of strengthening this customer/supplier model. Alongside, this, the United Kingdom National Student Survey (NSS), which is now a government requirement for higher education institutions in England and Wales, uses a question set with a much narrower scope than instruments such as the United States National Survey of Student Engagement. The NSS focus is almost exclusively on a student's classroom experience and there is little concern with broader life development, beyond a few questions about confidence in specific skills, such as communication.

There are, however, a number of interesting developments that are moving much more in the direction of a more intentional fusion of students' academic and non-academic experiences and learning. Typically these are emerging in the form of accredited or points-based programmes which seek to recognize non-academic achievement in an explicit way, as well as to encourage student self-reflection on the development that has taken place and the skills or attributes which have been honed. The Sheffield Graduate Award, introduced at the University of Sheffield in 2007, is an example of such a programme. Designed to encourage in students a commitment to personal growth, self-improvement, life-skills development, the award programme provides a framework in which students could demonstrate and gain credits for their experience in areas such as enterprise, work experience, community volunteering and

international relations. The assessment process is based on a portfolio submission, including the requirement for a short piece of written reflection from the student, including an outline of how skills have been developed.⁴

Another important development internationally has been the focus on assessing student learning outcomes, something that should be of concern to both the instructional staff and student affairs practitioners. Of particular interest has been the effort of the Organisation for Economic Co-operation and Development (OECD) to develop comparable assessment standards for measuring specific learning outcomes in higher education.⁵ OECD is comprised of representatives of 30 governments from countries around the world. The fact that nations are involved in an effort to standardize assessment methods in tertiary education has some critics concerned about government intervention in the academy. Despite these concerns, it appears that the move toward more accountability in higher education through standardized assessment of student learning outcomes is moving forward, albeit with caution.

Assessment of British student affairs provision has also developed in the direction of professional market research. Most higher education institutions now have professional market research departments embedded in their structure. Typically such teams are staffed by professionals whose prior career experience is in the commercial sector. A growing number of external consultancies are offering specialized marketing support to universities and colleges, and a range of commercial service providers (in particular in the area of student housing, a growth area in the British private sector) are active in commissioning and disseminating their own market research findings to inform and influence future service provision. The annual release of the student experience report published by housing provider UNITE is now a fixed feature of the student affairs calendar in the United Kingdom. There is also increasing evidence of institutions making their own use of a range of research techniques, including questionnaires and surveys, focus groups and mystery shopping. The Council for Advancement and Support of Education - perhaps the key professional organization for higher education professionals who work in the field of marketing - opened an office in London in 1994 and is now active in professional development and the provision of related support services to the British higher education sector.

⁴ <http://www.sheffield.ac.uk/theshffieldgraduateaward>

⁵ http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1_1,00.html

Research on college students

The philosophy of higher education institutions around the globe increasingly has evolved from an elitist approach to more of a meritocratic philosophy, with the result that the traditional view of students and their experiences has become broader and more complex. Widening participation strategies have resulted in a broader diversification of the students not only in terms of demographics, including age, gender, ethnicity and social class factors, but also in terms of personal attributes and characteristics, including psychosocial characteristics, learning styles, abilities, motivation, and academic and personal preparedness for higher education. Not to be overlooked is an increasing emphasis on study abroad, where students spend part or all of their undergraduate experience studying at an institution located in a place other than their home country. Accordingly, student affairs and services units are appropriately positioned entities in universities to collect meaningful student data about students and their experiences. Such data then can be evaluated, synthesized and analysed for the purpose of research and programme development. Reliable data inform the theoretical understanding of college students and their experiences. That understanding, then, can be used to inform practice and further research.

Some common research focuses related to college students include the following:

- The process students follow in selecting their institution of choice.
- Expectations students have for their undergraduate experience.
- Factors and conditions that expedite students in achieving their educational objectives. and factors and conditions that inhibit students from achieving their educational objectives.
- Acculturating curricula.
- Improving teaching.
- Addressing systemic inequities in enrolment patterns.
- Addressing participation, success and graduation outcomes.
- Examining culture-fair assessment and evaluation procedures.
- Ensuring equitable progression and learning outcomes.
- Addressing retention issues.
- Ensuring the capacity of graduates to successfully negotiate and undertake careers of first choice.

- Social or environmental surveys.

European student services agencies are noted for their regular social surveys of students. In other parts of the world, these studies are called environmental or student needs studies. It is recommended that a comprehensive and extensive study of the social and economic living conditions of students be carried out on a regular basis (at least once every 3 to 4 years). The aim is to initiate the collection of long-term trends in socio-economic conditions faced by students, with particular interest directed toward the interaction between social framework conditions and the studies themselves. These surveys can also provide the opportunity to review existing student services structures and programmes looking particularly at the opinions of students and how important these programmes/services are from their perspective. The following areas are examples of those that could be covered by a social/environmental study.

- Trends in student numbers, access, participation rates, demographics.
- Student funding (financial aid), student income, living expenses-spending.
- Educational assistance and support system/progress toward graduation.
- Choice of discipline, student interest patterns, impact of advising.
- Study conditions, time spent on studying, use of leisure time.
- Commuter/married student needs, e.g., childcare, transportation, parking.
- Internationalization of the student experience, global attitudes of students.
- Impacts of career counselling, health services, social issues on college life.
- Impact of employment on success in higher education.
- Accommodation (housing), eating habits and food services.

Adoption of professional standards

The past three decades have seen an increasing effort by student affairs and services professionals to improve professional standards. A number of professional associations/organizations, e.g., the Association of Managers of Student Services in Higher Education (AMOSSHE), the Centre national des oeuvres universitaires et scolaires (CNOUS), the Canadian Association of College and University Student Services (CACUSS), the Deutsches Studentenwerk (DSW) and the National Association of Student Personnel Administrators (NASPA), offer clear

recommendations and guidelines on professional standards. Furthermore, they sponsor and accredit a wide range of staff development and training courses, many of which are conducted by universities and colleges; most are sponsored directly by these organizations.

Appropriate professional standards and accreditation requirements enhance programme productivity, learning outcomes and efficient utilization of resources. Professional standards influence the following:

1. Programme development and targeting of appropriate students.
2. Ongoing professional development and improved effectiveness.
3. Benchmarking that helps ensure comparisons with best practices.
4. Institutional/sector acceptance of a suite of student-centred programmes.
5. Embedding of student affairs and services staff and their work into the institution/agency, as well as into the broader community.
6. Lobbying/politicizing just causes, including genuine equality of opportunity.
7. Securing of adequate budgeting for appropriate services.
8. Evaluation and assessment of programmes and services.

In summary, standards give direction to various endeavours and aspirations designed to achieve positive student learning outcomes.

The Council for the Advancement of Standards in Higher Education (CAS), a United States based group, was established in 1979 and represents an ever-growing consortium of American higher education professional associations. CAS was established with the intent of accomplishing several purposes from a profession-wide perspective. The following eight statements reflect the mission that guides CAS initiatives.

1. To establish, adopt and disseminate unified and timely professional standards to guide student learning and development support programmes and services, and related higher education initiatives.
2. To promote the assessment and improvement of higher education services and programmes through self-study, evaluation and the use of CAS standards.

3. To establish, adopt and disseminate unified and timely professional preparation standards for the education of student affairs practitioners.
4. To promote the assessment and improvement of professional preparation graduate programmes for student affairs administrators through the use of CAS standards for assessment, evaluation and self-study purposes.
5. To advance the use and importance of professional standards among practitioners and educators in higher education.
6. To develop and provide materials to assist and support practitioners and educators in the use of professional standards in higher education.
7. To promote and encourage public and private higher education systems and institutions to focus attention on the assurance of quality in all educational endeavours.
8. To promote inter-association efforts to address the issues of quality assurance, student learning and development, and professional integrity in higher education (Council for the Advancement of Standards, 2008).

Individuals and institutions from the 36 CAS member organizations (Dean, 2006) comprise a professional constituency of well over 100,000. No other body exists in the United States that so comprehensively represents and speaks for student affairs. CAS will continue to have significant impact, especially as institutional effectiveness, student learning and outcome assessment become increasingly crucial to higher education.

The CAS standards are mentioned only to describe an approach one a country has taken in the adoption of student affairs and services professional standards. Of course, each institution and country must choose a method that fits best with the country's culture, history and philosophy.

Strategic planning

The development of a strategic plan for student affairs is framed by the strategic plan for the institution in which the student affairs units are located. After a university has developed its strategic plan, then student affairs leaders can begin to develop their strategic plans. Typically, a strategic plan has several elements.

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- A mission statement.
- A vision statement.
- A statement of values.
- Goals for student affairs.
- Objectives that need to be accomplished and are part of the larger statement of goals.

Assessment and evaluation projects can be used to measure the extent to which the objectives that have been identified for student affairs units have been accomplished.

The planning process

To determine the relative circumstance of student affairs, both within the institution but also in the larger environment, a Strengths (internal), Weaknesses (internal), Opportunities (external) and Threats (external) (SWOT) analysis is conducted. The analysis often involves a brainstorming activity where members of the group identify internal strengths of student affairs (for example, the experience of the staff), internal weaknesses of student affairs (for example, an eroding resource base for funding operations), external opportunities for student affairs (for example, an increasing number of international students enrolled in the institution) and external threats (for example, a declining number of prospective students in the geographic region of the university). The SWOT analysis helps those involved in the planning process understand the environment in which they will be working and provides them with ideas that can be used in developing the strategic plan.

The planning group normally will start by analysing the institution's mission statement and determining if the current mission statement for student affairs is aligned with the institution's mission. A change in the focus of the institution, for example accelerating its emphasis on graduate education, will have implications for student affairs. If the institution's mission has changed, then the mission statement for student affairs will have to be adjusted.

The next step is to examine the vision statement for student affairs. A vision statement has to do with identifying, in general terms, the nature of student affairs in five to ten years. An example might be, 'The division of student affairs is dedicated to providing the very best out of class experiences for our students and, toward that end, we aspire to contribute to the educational experiences of every student at our university.' This vision might be difficult to achieve, but it does provide a long-range view to which all staff can be committed.

Values inform the work of student affairs and are the next step in the development of a strategic plan. Examples of values might be, 'We think all students will benefit from participating in student affairs programmes and experiences at our institution' or 'No student's education is complete without participation in programmes developed by student affairs.' The values in the example illustrate a commitment that student affairs might make to working with every student at the institution.

Developing goals is the next step in the strategic planning process. Typically, the goals that are established have a one-year time frame and are informed by the mission, vision and values of the division of student affairs. In the example, the division was committed to widespread student participation in activities and learning experiences, so one goal might be to increase participation in events and experiences for students by 10 per cent in the next calendar year. Another goal might be to increase financial support for students by 5 per cent so that they would not have to work off campus to cover their cost of attendance.

After goals have been established, the next step in this process is to develop measurable objectives related to the goals. One of the goals suggested was to increase available financial support for students by 5 per cent. Objectives could be as follows:

- The department of housing develops a scholarship programme for students so that they can pay for their lodging and meals more easily. The target for the department is to provide 20 scholarships in the first year and then add 5 per year until 200 scholarships have been established.

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- The department of campus recreation creates additional jobs for students so they can earn money on campus to defray the cost of attendance. There are 10 jobs created in the first year and the department is committed to adding three new jobs each year until the programme supports 30 students.
- The orientation programme develops a peer advisor programme to work with incoming students. The peer advisors are compensated for their work. Five advisors are hired in the first year and an additional position is created each year until a total of ten students form a staff of peer advisors.

While these objectives are hypothetical in nature, they illustrate how objectives can be developed to help achieve goals that have been established through the planning process. These objectives are easy to measure. That is, the departments either will create the positions or establish the scholarships or they will not. In other cases, learning objectives might be established and the department will need to measure, through an assessment process, if the objectives were achieved. If not, then additional analysis will need to be conducted to determine why the objectives were not achieved and what might have to be done to be more successful in the future. But the relationship between assessment and planning is clear. Planning is conducted to determine the path that a unit wishes to take. Assessment provides data to determine if objectives have been met.

In the United Kingdom, the increasingly competitive higher education landscape challenges all those in leadership positions in student affairs to be more focused and strategic in their planning. While there is a growing understanding of the importance of quality student services within the overall student experience 'offer' marketed by institutions, student affairs professionals need to pitch for resources in a context of many conflicting demands, often where provision perceived to be closest to the student learning experience receives a priority. Despite this challenging context, there is much more work to do to embed a consciously strategic approach into student affairs delivery and to shift away from a management approach which is mainly focused on the reactive and operational end of the spectrum. The key British professional associations such as the AMOSSHE, the Academic Registrars' Council (ARC) and the Association of University Administrators (AUA) are contributing significantly to this agenda, with an increasing emphasis in their work on leadership skills and management development.

Conclusion

Research, evaluation, assessment and strategic planning at one time might have been considered peripheral activities in the life of the student affairs division. These activities have now become central to the success of student affairs units. They provide meaningful data about students and other stakeholders, and they provide evidence related to the success of student affairs activities, services and programmes. They provide direction in terms of long-range thinking about how student affairs ought to be positioned to meet the challenges and the future, and they provide information crucial in meeting the need for transparency in an era of accountability. These activities will continue to be important in the future and we urge student affairs practitioners to continue to engage in research, evaluation, assessment and strategic planning in the future.

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Safety, security, risk management and legal issues in student affairs

Dennis E. Gregory

The practice of student affairs has become more complicated around the world as each country faces its own unique societal issues as well as those issues common to students and the higher education community. Among those issues of most concern are how student affairs and services professionals address issues of protecting their students from physical and psychological harm, and how student affairs and services comply with the legal environments within which they operate. One only has to examine the weather and geological disasters that often threaten our countries and their institutions to understand the impact that these may have on student affairs practice and taking care of students as a main role of student affairs. When one adds in the issues of crime, terrorism, violent political protest, governmental interventions in countries with both autocratic and democratic governments, wars, genocide and other violence-related issues, these problems may often seem insurmountable. However, while not always able to provide a successful resolution to the issues facing the institution, students and the nations in which they operate, preparation by student affairs programmes and administrators may prevent some problems from occurring, keep others from being exacerbated and assist students to deal with the issues facing them.

Although the basic concept of student affairs practice is to develop the whole student outside the classroom and to support and cooperate with the academic mission of the university, this is often difficult unless the students are safe and comfortable. Maslow's Hierarchy of Needs (Maslow, 1943) states that before one can concentrate on the

higher levels of need (love, affection and belongingness, esteem, and self-actualization), all of which are a part of 'student development', one must have fulfilled more basic needs (physiological and safety). It is these lower-level needs, those that form the basis for later student affairs practice, upon which this chapter will concentrate.

Governmental relationships with institutions vary from country to country and relationships with police and emergency services agencies also vary according to the sophistication of the structures of institutions and the countries within which they operate. Size and physical location of the campus (rural, suburban or urban) also have important impacts. However, this section is intended to create a basic format for the development of policy and practice that may form an underpinning for development of specific institutional processes. It will address those items that we believe need to be known and put in place with regards to safety, security, risk management and legal issues. While these are often interconnected, we will seek to address them individually and then summarize to identify connections. The following definitions will apply to those four terms in this section.

1. Safety - In this context, we refer to safety as the creation of awareness of students to act in responsible and mature ways in order to protect their physical safety from crime, and the creation of a campus infrastructure, that assists in the development of this awareness and the mechanisms to protect students from crime committed by fellow students and outsiders while on and around campuses. Generally, this will consist of work with police agencies, creation of campus safety programmes, the creation of a campus that has as few physical risks as possible, and creation of programmes and support agencies to prevent risky behaviours.
2. Security - In this section we refer to security in the sense of what has become known as 'homeland security' in the United States, but which takes on other names around the world. While there is less that can be done by local agencies and institutions, particularly those actions to prevent terrorism and similar activities, we will discuss several mechanisms that student affairs agencies and professionals may put into place and ways to work with national governmental entities to assist in the accomplishment of increased safety. This is particularly important for those campuses that may be near military bases that are conducting military research, nuclear and biomedical research, and animal research. Such institutions may be the targets of terrorism and/or violent protest that would endanger students, employees and visitors.

3. Risk management - Here we refer to the creation of policies, plans, infrastructures and other items that seek to minimize the impact of events that may affect the campus and its members, particularly students. These may include weather-related issues (hurricanes, typhoons, snow events, floods, temperature extremes, water shortages, etc.), geological issues (earthquakes, tsunamis, etc.), significant events caused by safety or security violations as defined above (mass murders, looting after disasters of various types, etc.) and protection from legal liability.
4. Legal issues - Every institution of higher education, whether independent or governmentally affiliated, operates within the legal context of its nation, locality and possibly region or state. Legal issues in this context refer to the creation of an awareness of that legal environment and operations that allow the institution to comply with those legal requirements so as not to negatively impact upon students. Student affairs practitioners need to have an awareness of the legal context and assure that they comply with those laws and guidelines that allow for efficient operation and protect the interests of students and the institution.

Safety

The structure of student affairs divisions varies from institution to institution and a variety of offices are included within these structures. It is our preference that the campus police or security department of an institution, if one exists, be housed within the student affairs structure. We believe that this allows police or security officers to be imbued with the student development philosophy as well as to be trained in security and law enforcement operations. If a security or police department exists within the institution but is not a part of the student affairs operation, it is incumbent upon student affairs professionals to develop an excellent working relationship with this department.

The International Association of Campus Law Enforcement Administrators (IACLEA, 2008a) has developed a report that indicates some key issues that the association believes should be learned from the Virginia Tech killings and other similar events. These initiatives would be beneficial for any division of student affairs to know and understand in the development of a safer campus. In addition, IACLEA has set standards by which campus police and security agencies around the world may become 'accredited'. IACLEA works cooperatively with the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) with regard to accreditation of campus police and security agencies. They have developed five new



standards among those needed to become accredited. The standards, 'which address blue light phones, panic alarms, security surveys, video surveillance, and safety escort services' (IACLEA, 2008b) will prove beneficial at improving campus safety services and should be evaluated by student affairs divisions whether they include the campus security agency or not.

Both campus law enforcement agencies (when they exist and whether or not a part of the student affairs division) and student affairs divisions, as a unit, must work with local law enforcement agencies. The development of formal connections and memoranda of understanding with local agencies are critical in case of large-scale criminal activity and serious crimes such as murder and sexual assault. Similar relationships with local prosecutors must also be developed. Most local prosecutors only wish to prosecute those cases they feel good about winning. Thus, the collection of good evidence by campus police, support for victims and witnesses by campus student affairs staffs, and other ways to cooperate are very important.

One of the primary ways that student affairs may support campus and local police agencies and protect the safety of students is through the implementation of education programmes related to campus safety. Thus, the offices within the student affairs programme that are related to housing, student activities, student conduct, orientation, disability services, student government support and others that may seem appropriate in individual settings, should create forums where such programmes can be offered, and invite campus and local police or security officials to do so as well. There should also be regular meetings among all of these groups and police to discuss these issues and to create new programmes as necessary.

Student affairs professionals should also work with campus risk management professionals to assess areas where crime is likely to take place (student residences, student organization housing, dark areas on campus, public streets running through campus, etc.) and work with them to ameliorate these risks. There should also be planning to assure that crime does not occur or is limited during large-scale activities such as athletic events, large campus parties, controversial speakers, campus demonstrations and the like.

A team approach to preventing crime and assisting students to change their behaviours and habits to make them less prone to be victims should be the primary functions of the student affairs programme. Bickel and Lake (1999) have described the concept of the 'Facilitator University'. While this model was intended to focus upon

American universities where the student affairs division is only part of the university responsible for creating this model, the model seems applicable around the world in many ways and relies on student affairs professionals to bring the model to fruition. Among those conditions for which the university and its student affairs division are responsible in order to be an institution that facilitates student safety are the following:

1. The institution may not be passive.
2. The university is not a parent.
3. The university lets students make informed choices based on perceived levels of maturity.
4. The university adapts and varies the nature and level of involvement based on the needs of student.
5. The university does what the institution is supposed to do best - educates students - in this case, about risk.
6. The university sometimes consciously DOES NOT intervene.
7. The university serves as a guide and positive influence.
8. The university controls disorder to avoid compromising student safety.
9. The university is not an insurer of student safety.
10. The university manages, supervises and interacts with the student as appropriate.
11. The university tries to find proper balance and shared responsibility (Bickel and Lake, 1999).

Security

As both national and international terrorism have become increasing threats around the world and as war, revolution and genocide continue to plague humanity, college and university campuses have become targets or potential targets for some of these acts. These organizations are gathering places for large numbers of students and others, and are often deemed high prestige targets that host the privileged within the population. Universities often conduct research that is related to military, animal, nuclear and/or biomedical purposes that can attract violent responses from those who use violence and terror to prove their points or create fear and destruction.

As a result of threats and actual terrorism, and the potential for attacks on campuses, student affairs professionals around the world must accept their role in protecting their students from terrorism whenever possible. Many of the items listed above apply as well to provision of security as they do in crime prevention. However, particularly in those countries in which the university is the centre of creative thought and expression, university officials must be careful not to squash legitimate research, speech and protest in the name of prevention of terrorism. The balance of working to support academic enquiry and develop the whole person is often difficult to achieve when the threat of violence is lurking in the background.

In addition to working with campus and local police agencies, it is incumbent upon student affairs officials to understand the terrorism threats on their campuses and in their communities. They must know which may impact upon their students and work with law enforcement and national security agencies to prepare students and the campus about what to do to prevent terrorism, and what to do should a terrorist act take place on or near the campus.

Other than doing the things that they can on campus and in preparation for potential terrorism, there is little local agencies and, especially student affairs staff, can do. With the exception of the senior student affairs officer, it is often the case that student affairs staff are not included in institutional discussions of security issues. Confidentiality, secrecy and other considerations make this necessary. However, awareness of the potential is a strong weapon for student affairs professionals around the world.

Risk management

The concept of risk management serves to support the provision of both safety and security, and also reaches beyond these to the prevention of tort liability and many other unforeseen events, natural and human-made disasters, such as weather and geological upheavals. It may also include preparing for the carelessness and negligence of other people. According to Sokolow (2001) there are four guiding principles that must be considered when examining risk management.

1. Risk management practice should create synergies with the institutional mission and ethics.
2. The risk management function is a holistic mind-set.

3. Risk management must be a dynamic ethic, distinct from risk containment.
4. Risk management cannot be an afterthought.

Costello (2001, pp. 5-6) defines five areas of risk that institutions of higher education must face.

1. Strategic risk - thinking about what the goals of the university are.
2. Financial risk - facing the 'financial implications of lawsuits and liability' if we... 'mislead someone, defamed someone, violated someone's copyright', or have done something else that causes us financial loss.
3. Operational risk - institutional management processes including how employees are handled; how student affairs are handled; and how certain volunteer groups, sports teams, classroom activities, and research materials are handled. This area also extends to internal operational risks, from accounting and finance, to health and safety, to medical services.
4. Compliance risk - how institutions comply with 'laws in terms of hazardous waste rules, automobile rules, operational health and safety, and on and on.'
5. Reputational risk - difficult to quantify and varies with every institution. Basically it means that the university wants to have a certain public image it wishes to maintain and there is risk whenever anything related to the university occurs that may damage that reputation.

As we examine risk management within student affairs, we must acknowledge that student affairs activities often place the university at risk and increase the potential liability for the university as much or more than any other institutional operation. Among areas of high risk are student activities, student conduct administration, student housing and student record keeping, etc. There may well be other areas of high risk in universities around the world that must be examined and dealt with by student affairs professionals. Sokolow (2001b) identifies internship and off-campus volunteer placements, student suicide, sexual assaults, and drug and alcohol use, as well as study abroad (cross-border or student mobility) programmes as other areas of high risk. He suggests that student affairs divisions and universities create risk management policies and procedures and keep these updated regularly. He also includes several practices 'that can help puzzle together the pieces of an effective student affairs risk assessment':

- Include office support staff in your assessment practices.
- Train staff to identify cases where the policy seems to under-serve the issue it addresses.
- Establish a schedule for revisiting and revising the weaknesses raised by these policies.
- Train staff comprehensively and do not assume they come to you with proper risk assessment and management skills.
- Use case studies, student surveys and risk assessments to make decisions about how to direct resources to the areas that represent the highest liability risk and/or greatest risk to student safety.
- Develop a comprehensive educational and intervention plan. (Sokolow,2001b, pp.105-8).

Legal issues

Law and legal issues have an impact on higher education and on student affairs practice in many ways. While this differs in many countries, in the United States the law affects virtually every decision made by a university. Issues of risk management, safety and security as described above are all impacted by legal issues. According to Hunter and Gehring (2004) there are over 220 federal laws that impact higher education in the United States. This does not even take into account state laws and local ordinances that also impact higher education and student affairs. The structure of government in every country of the world varies somewhat, although there are a number of predominate models. In most cases higher education and student affairs are governed at the national level by a ministry of education. There often are, however, other structures within the government that may also impact negatively upon student affairs at the national, regional, state, province or local level. Many governmental structures have one or more of the following units or branches: (1) executive branch that is responsible for enforcing the law and may also be responsible for creating law, (2) legislative branch that often is responsible for creating new laws and (3) the judicial branch that often is responsible for interpreting the law and/or its enforcement. International law may also come into play when there are agreements between institutions in different countries, particularly as the transfer of technology related to the environment and the oceans, joint research endeavours and the like occur.

Because the governmental structures of the many countries of the world differ so dramatically it is beyond the scope of this chapter to deal with them all. Below a number of areas of the law that may impact student affairs in many countries are addressed. In any case, student affairs divisions and professionals must be aware of the law in their particular country and which of the laws impact upon the operations of student affairs and students in particular.

Constitutional law - Many nations have constitutions that form the basis for the legal system within the country. This often is the overarching document of the government from which all other law flows. In countries where there are large political sub-divisions, there may also be constitutions for these sub-divisions. In many cases these are subservient to the national constitution. Sometimes elected or appointed judges may interpret the constitution of a country or political sub-division.

Statute law - This is the law that is often created by legislative bodies, but may also be created in other ways. These laws often deal with specific topics such as taxation, police powers and virtually every other operational aspect of government.

Common law - In cases where there is no constitution, or often in addition to constitutional law there is 'judge made' law. Often these are interpretations of statute or constitutional law and may impact the way in which regulations are created. Judge made law may be examined and changed.

Religious law - There are a number of nations around the world that are ruled by either religious law or religious law in conjunction with one or more of the types of law described above. Religious law often impacts upon who can get an education and to what extent they may be educated, how genders may interact, and the ways in which education and related services are provided by the government or religious organizations. These laws, in theocratic countries in particular, may have a large impact on student affairs.

There are also a number of categories of law that may impact student affairs. These often include the ones listed below.

Tort law - 'Torts are civil wrongs recognized by law as grounds for a lawsuit. These wrongs result in an injury or harm constituting the basis for a claim by the injured party. While some torts are also crimes punishable with imprisonment, the primary aim of tort law is to provide relief for the damages incurred and deter others from committing



the same harms. The injured person may sue for an injunction to prevent the continuation of the tortious conduct or for monetary damages.' (Tort, nd). Institutional officials, particularly student affairs officials, may be held liable for negligence or defamation as well as intentional torts such as battery and other criminal offences.

Administrative law - 'Administrative law encompasses laws and legal principles governing the administration and regulation of government agencies.' (Administrative Law, nd). While this varies from country to country, since governments in many countries largely run institutions of higher education, this becomes particularly important.

Criminal law - 'Criminal law involves prosecution by the government of a person for an act that has been classified as a crime. Civil cases, on the other hand, involve individuals and organizations seeking to resolve legal disputes. In a criminal case, the state, through a prosecutor, initiates the suit, while in a civil case the victim brings the suit. Persons convicted of a crime may be incarcerated, fined, or both. However, persons found liable in a civil case may only have to give up property or pay money, but are not incarcerated.' (Criminal Law, nd). Since both students and employees are part of the larger society, all must abide by the criminal law or face the consequences of violations. Student affairs professionals must make students aware of the consequences of running afoul of criminal law.

Contract law - 'Contracts are promises that the law will enforce. The law provides remedies if a promise is breached or recognizes the performance of a promise as a duty. Contracts arise when a duty does or may come into existence, because of a promise made by one of the parties. To be legally binding as a contract, a promise must be exchanged for adequate consideration. Adequate consideration is a benefit or detriment that a party receives which reasonably and fairly induces them to make the promise/contract. For example, promises that are purely gifts are not considered enforceable because the personal satisfaction the grantor of the promise may receive from the act of giving is normally not considered adequate consideration. Certain promises that are not considered contracts may, in limited circumstances, be enforced if one party has relied to his detriment on the assurances of the other party.' (Contract Law, nd). The importance of contract law varies from country to country. In most countries, however, if private or independent universities exist, contract law is an important part of their operation. Even in state run institutions, contracts such as employment contracts, housing agreements and leases, student handbooks, academic catalogues and other items may be subject to interpretation under contract law.

Tax law - Each nation has specific laws related to the collection and usage of monies collected from their citizens in the form of taxes. Public institutions of higher education, for at least part of their revenue, benefit from the collection of taxes. In the United States institutions of higher education are largely exempt from taxes at all governmental levels. It is incumbent upon student affairs professionals to be aware of the tax status of their institutions and to help their students to understand their own tax liability.

Local law - There is a wide variety of local laws that impact upon higher education in general and student affairs in particular. Zoning ordinances, noise ordinances, traffic and parking regulations, food service usage permits, property sale, and purchase and ownership requirements. Local criminal violations and many other regulations created by local governmental entities may impact upon student affairs organizations and students. The creation of an awareness of these is an important student affairs function.

Other laws - There are many other types of laws and legal issues, of which we should be aware. Among these are health and safety law, labour law, immigration law, copyright law, patent and trademark law, antitrust law, environmental law, disability law, accreditation and laws related to research, all of which may impact higher education in every nation of the world to one extent or the other.

It is very important that student affairs professionals possess a basic understanding of the law and that they seek to gain further knowledge from legal counsel when available. Helping students to understand their legal obligations, to know how to stay safe and free from legal problems, and operating student affairs programmes in ethical and legal ways are critically important irrespective of the part of the world in which one is located and practises the student affairs profession.

Conclusion

This section has addressed several issues that are basic to the 'student services' aspect of student affairs practice. By that, I mean, they are responsibilities that provide services to students as their primary task and, secondly, provide knowledge and help students to develop. They create a safe and secure environment, offer protection to allow students to carry out their learning and developmental growth, and create opportunities for students to grasp their full potential. Winston, Creamer, Miller and Associates (2001) have indicated that student affairs administrators operate within three realms of practice. These include roles as an educator, a leader and a manager. Each of these three realms of practice may be put to use in dealing with the issues raised in this chapter. Issues of safety, crime prevention and security may be addressed

by providing programmes and informing students of do's and don'ts, and of ways to avoid victimization, and by informing students and others of the potential for problems. This is the educator role. Creating an environment and setting organizational priorities so that others within the organization understand these priorities is the leader role. Arranging the way in which all of this is provided falls within the manager role.

Risk management is another area in which all three realms of practice may be demonstrated at one time or the other. Creating an environment in which an understanding of risk is developed and all staff and students practise risk assessment and management techniques takes leadership. Developing and offering workshops, professional development activities and classes in creating a less risky environment is educational in nature. Actually managing risks, of course, is self explanatory as a manager function.

Becoming aware and developing an understanding of legal issues impacting upon the university and student affairs are very important tasks. They also are very difficult since the law is ever changing. It is critical that a basic understanding be part of the training of all student affairs administrators, that ongoing professional development related to legal issues be the norm and that consultation with trained legal counsel be a part of the regular routine of senior student affairs administrators. While less senior administrators may not need ready access to counsel, it is important that they understand the importance of these issues and understand when they need to ask for assistance. Student affairs administrators need to take the lead in insuring legal and ethical practice, in educating students and other professionals about legal issues and challenges, and in managing their programmes in legal and ethical ways. This will allow student affairs and services to also work to provide the other services and developmental activities described elsewhere in this book.

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Ethics and the student affairs profession

Michael C. Sachs and Cynthia Howman

Student affairs professionals and organizations should consider five basic issues with regards to ethical conduct and standards.

1. Law: The student affairs professionals and organizations will abide by the laws of the locality in which they are governed.
2. Institution: Ethical considerations and obligations that student affairs professionals must consider with regards to the institutions at which they service.
3. Students: Ethical considerations and obligations student affairs professionals have to the students they serve.
4. Cultural: Ethical considerations and obligations student affairs professionals must consider with regards to the cultural issues of the community or country in which they work.
5. Ethical codes: Codes of ethics that may exist for certification/licensure in some fields.

Each of these ethical considerations is important to consider, as the implications can be profound to the student, the institution and the relationship between the institution and the culture, community and/or country in which the institution and professionals are located.

1. Law: The student affairs professionals and organizations will abide by the laws of the locality in which they are governed.

It is essential that professionals uphold the laws of the locality in which they work. Even if professionals do not agree with those laws, it is not their place to wilfully and intentionally violate those laws within the context of their role as student affairs professionals. Professionals should 'clearly distinguish between statement and actions that represent their own personal views and those which represent their institution' (NASPA, 1990) and the government under which they live.

Throughout this manual it will be assumed that all practices, both institutionally and individually, are presumed legal in the locality in which the professional is working.

2. Institution: Ethical considerations and obligations student affairs professionals must consider with regards to the institution at which they serve.

An institution will have its own ethical standards by which it is expected that all employees (and in many instances students) must abide. NASPA (1990) states that it is the obligation of the student affairs professional to support the rights of students 'in accordance with the mission of the employing institution'. However, it is a key obligation that the student affairs professional recognize what the ethical standards of the employing institution are before undertaking employment. Otherwise, the professional has the obligation to either not accept employment at an institution whose ethical standards are in conflict with his or her own, or to abide by the ethical standards of that institution. If the ethics of the institution change while the professional is employed, then the professional should have the right and opportunity to challenge those changes in a reasonable and professional manner.

Equally, it is essential that the institution codify a set of basic ethical standards or rules by which employees must abide, thus providing both the institution and the professional with an adequate knowledge of the ethical expectations of each.

3. Students: Ethical considerations and obligations student affairs professionals have to the students they service.

According to Delworth, Hansen and Associates (1989, p. 58), '[A]ny thoughtful exploration of ethical practices in student services settings must have the ethical and moral development of students as the core concerns, perhaps its ultimate objective.' To this should be added that the professional has the obligation to facilitate student learning, in all its forms.

A review of various ethical statements and guidelines from a variety of organizations and associations (ACPA, College Student Administrators International; ACHUHO-I, Association of College and University Housing Officers-International; ACUI, Association of College Unions International; NACE, National Association of College Employers; NASFAA, National Association of Financial Aid Administrators; NASPA, Student Affairs Administrators in Higher Education), as well as basic principles set forth by Kitchener (1985), provide some common ethical principles that can guide the student affairs professional when servicing students. They are:

- be respectful;
- respect the dignity of the student;
- act to benefit the student;
- facilitate student learning;
- provide a safe environment;
- maintain the highest level of professional behaviour; and
- do not cause harm.

Although each of these principles may have different meaning and subtleties from culture to culture, the guiding principle of professional - respectful and ethical service to the student that allows for the highest level of student learning in a safe environment - is paramount.

4. Cultural: Ethical considerations and obligations student affairs professionals must consider with regards to the cultural issues of the community or country in which they work.

Cultural standards vary from community to community and country to country. What is acceptable practice in one locality is taboo in another. Student affairs professionals must understand the culture of the country and community in which they are working. This is particularly important for those professionals who are working in countries or cultures other than their own. Not unlike standard 1, student affairs professionals must separate their personal beliefs from their professional duties with regards to cultural the cultural beliefs of the nation or community in which they work.

5. Ethical codes: Codes of ethics that may exist for certification/licensure in some fields.

Some areas of student affairs require professional certification or licensure which may involve their own ethical standards and principles. For example, professional practitioners in the health and psychological services may need to abide by professional ethical practices or risk formal disciplinary action by the organization that certifies their credentials. In such instances, student affairs professionals should follow those specific guidelines when engaging in that professional role.

Conclusion

Ethical considerations are essential in any analysis of student affairs and services. In order to maintain a model of appropriate behaviour, actions and direction, ethical standards should be developed and codified within any student affairs organization and the institution as a whole. Although these ethical standards may differ from community to community and country to country, the basic premises of respect, learning, professionalism, providing a safe environment, and acting to benefit the student and the institution provide a framework from which all organizations can develop ethical standards to meet the needs of their organization while respecting the views of the culture and community.

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Higher education student affairs and services in post-conflict/post-disaster countries: laying a foundation for the future.

Robert Shea and Nazrin Baghirova

'Many challenges face higher education and student affairs as we move into the new century. Our success will depend on how well we cope with the changing environment both within and without the higher education enterprise.'

(Barr, Desler and Associates, 2000, p. xxi)

Barr et al., highlight the importance of how well we cope with the changing environment within and without the higher education enterprise in defining our success. The challenges associated with reconstruction efforts within higher education in countries ravaged by conflict and/or disaster require a focused, holistic approach. The student affairs and services profession must have a significant role in this rebuilding.

Student affairs and services should consider the following aspects in providing student affairs and services in post-conflict/disaster countries: environment; organizational issues; essential skills and competencies; professional development; future directions.

While this list is not exhaustive, it does highlight those areas that student services professionals can employ to aid in reconstruction efforts. The central tenet, namely

the central importance of the student in all facets of higher education, is critical. Student affairs/services practitioners must remind the academy of the need for this concept to be built into the fabric of post-conflict/disaster efforts.

Environment

Understanding campus environments is critical to the successful provision of student services as well as instruction and other aspects of higher education. Environmental influences such as fiscal pressures, the relation between the institution and local governments, and the politics of the institution and the larger macro-political environment in which the institution resides are critical for the delivery of creative and dynamic student services. The historical evolution of the institution is important to facilitate a respect for the past and an understanding of the environmental opportunities and potential roadblocks ahead.

Organizational issues

Komives, Woodard and Associates (2003) detail the functional areas of student affairs as admissions and recruitment, orientation to the institution, registration, financial aid, academic advising and support services, college unions and student activities, international student services, counselling, career development, residence life, services for students with disabilities, student health, childcare and food services.

While each of these areas may or may not exist within higher education institutions in post- conflict/disaster countries, it is important to use this as a model in reconstruction efforts. The primary need for student services such as registration, housing, counselling and career development has been highlighted as immediate needs in many post-conflict/disaster countries.

The organization of these functions requires a review of institutional priorities, the impact of the size of the institution, student demographics and the relationship to other functional areas within the institution, especially academic affairs and instruction.

Essential skills and competencies

The selection of individuals with the following skills and competencies, or the development of such competencies, is critical for the effective delivery of student affairs and services, and to be able to continue to focus on peace and reconstruction

within a country: mediation, appreciation for multiculturalism, dealing with campus crisis, assessment and evaluation, developing partnerships and collaborative efforts, managing conflict, leadership, co-curricular teaching and consultation. All of these competencies are required of student affairs/services practitioners in order for the higher education reconstruction efforts to be effective in post-conflict/disaster countries.

The following section of a job advertisement for a Chancellor at a university in Afghanistan highlights the competencies required in the area of student services:

Student affairs

1. Ensure an enabling atmosphere conducive to higher education in the university.
2. Ensure an academic atmosphere that will support equitable growth, gender balance and disadvantaged groups.
3. Provide mentoring and leadership to the student community to ensure harmonious growth.
4. Ensure revitalization of different departments with reference to offering services to the community and cooperation with industry.⁶

Professional development

Student services professionals are consistently delivering student and employee workshops on a myriad of topics. Topics include mediation, crisis prevention/intervention, conflict resolution, performance appraisal, student and professional career development, mental and physical health self care, and leadership.

The creation of professional associations designed to support continued student services professional development is critical. Professional associations in student affairs exist in many African, Asian, European, and North American countries.

Future directions

The importance of a comprehensive and professional approach to student services within post-conflict/disaster institutions of higher education has been a missing element of reconstruction efforts to date. Future directions should include:

⁶ Retrieved 7 September 2008 at <http://unjobs.org/vacancies/1220178126899>

- Support from international professional associations representing student affairs and services professionals, to support recent efforts of the Higher Education Division of the United Nations Educational, Scientific and Cultural Organization. (UNESCO) in post-conflict/disaster higher education initiatives (Retrieved August 2, 2008 from, http://portal.unesco.org/education/en/ev.phpL_ID=40220&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- Support professional development of student services professionals working in post-conflict/disaster countries.
- Utilize technology where possible to deliver support. To professionals in the field.
- Conduct research on the role of student affairs and services in post-conflict/disaster peace building.
- Create an international forum to explore the issues and highlight the importance of student services in reconstruction efforts in post-conflict/disaster countries.
- Work with our national and international partners, especially student associations, to explore future opportunities for student services in post-conflict/disaster institutions.

Conclusion

The field of student affairs and services in post-conflict/disaster countries is an emerging field of practice and study. Higher education can use the decades of research and work of higher education researchers and student affairs and services practitioners as a template for future work in post-conflict/disaster countries. While this template is based on other cultures and assumptions that may or may not be appropriate in post-conflict/disaster countries, it is a solid foundation upon which to begin the transformation of higher education in these regions.

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Student affairs and services functions in higher education: professional services and programmes delivered for enhancement of student learning and success

Edited by Kenneth J. Osfield and Roger B. Ludeman

The concept of a student services or student affairs profession in some countries is established and in other countries it is an emerging phenomenon. Until the early part of the nineteenth century, the teaching faculty and a few clerical assistants handled the few non-instructional functions for students, e.g., accommodation, food service, student discipline and advising, and some activities. The earlier models of higher education did not focus on the whole student and access to education was limited to those who could afford it. Soon, however, the types and number of students coming into higher education began to swell (many of them women who were being admitted to higher education for the first time in several centuries). Academics who were previously handling these functions, even though they knew next to nothing about administering such initiatives and counselling students, began calling for more assistance in carrying out these non-instructional duties. In the United States, Deans of Women, Deans of Men, and Deans of Students began to be appointed because of the increases in numbers and types of students who were enrolling in higher education. Also during the late nineteenth century, the teacher/scholar and research models were being adopted all over the world, moving away from the main purpose being teaching and service. Governments and communities were turning to higher education systems

to generate research and development for the military, industry, health and other social programmes.

A new profession was therefore born: higher education student affairs and services. These staff members were now in charge not only of housing and feeding students; physical and mental health care also became a necessity on many college campuses. Recreation, cultural activities, sports, testing, orientation, career assistance, job placement, financial assistance and disability services all became new units in many countries. They were initiated to help meet emerging student types and their corresponding student needs.

Following the Second World War, campuses everywhere continued to become more diverse because returning war veterans were accessing higher education through the use of government benefits designed for that purpose. During the last quarter of the twentieth century, the variety of students coming into higher education continued to expand all around the world. Joining the traditional well-to-do men were women students, students of colour, older non-traditional students, single parents, students with disabilities and others as well. As a result, new professionals were hired to work with these new groups to meet their needs and help them to become successful students.

During the 1990s, the focus of student affairs and services moved toward an enhancement of student learning outcomes and working hand-in-hand with the teaching faculty and others. This development has given new hope to the idea that an integrated campus effort will produce better results for students and more efficient use of resources for all campus units.

The degree to which the wide array of student services and programmes is developed in a particular country depends on the demands for and access to higher education, the cultural context and the ability of the infrastructure to provide this level of student support. Each part of the world, and in many cases each country, must review its commitment to higher education and include in the financial infrastructure some major provision for the necessary student affairs and services functions to make sure student needs are being met. In addition, various student activities should be developed so that they blend well with the instructional nature of the institution and, therefore, enhance the desired student learning outcomes. Higher retention and graduation rates will be the results, justifying the commitment and the resources provided up front.

It should be noted that regarding technology, distance education, and asynchronous learning and their application to student affairs and services, the 1990s brought a revolution in the development and utilization of computing, communications and multi-media in all aspects of society, but most assuredly in higher education. What was once considered the only way to communicate, deliver services, conduct research or teach has been enhanced or replaced by such phenomena as email, fax, listservs or chat rooms, blogs, interactive video, online courses, online registration and other resources on the World Wide Web. Student affairs and services employs technology in its various forms to deliver its programmes and services more effectively and efficiently as demanded by students and other shareholders. What once required students to come to a central location to complete a required transaction now can be done from their residence by using interactive web-based services. Examples include completing applications, responding to questionnaires, doing class assignments, watching lectures, conducting research, purchasing books and materials, and finding up-to-date information on classes and activities at their university or in their communities. On the one hand, a number of transactions included in this section of the manual could be carried out quite efficiently at a distance through using the tools of modern technology. On the other, the price of efficiency carries with it a different cost: keeping up with the cost of hardware, software, training, and network administration.

This section will begin with the discussion of the concept of a separate but integrated division of the institution that is most often called student affairs, student life, student development or student services, referred to here as student affairs and services. Such a division would focus primarily on students and their needs, and the division head usually is a top level/senior university officer. Under ideal circumstances, this officer would be responsible directly to the senior executive officer of the institution. Following is a description of the purposes, functions and typical activities of the senior student affairs and services officer (SSAO).

The accuracy of the information provided in the following reports reflects the views and knowledge of the authors and not the editors. Readers are encouraged to contact the authors for additional information.

The senior student affairs and services officer

Melanie Humphreys, Patricia Smith Terrell and Brian Gormley

Student affairs programmes and services vary greatly according to institutional mission, type, educational philosophy and context. The SSAO develops, leads, assesses and coordinates programmes and services that advance the mission and vision of the institution, foster student learning, assist students in achieving their potential and enhance the student experience. The SSAO is a change agent utilizing current research to consistently improve programmes and processes. An expert on students and how policies, services and programmes may enhance or detract from the student learning experience, the SSAO actively leads and participates in institutional efforts to assess overall student learning outcomes and institutional performance indicators (Keeling, 2004).

An institutional leader, the SSAO is a member of the senior administration and reports to the Chief Executive Officer/President or in some cases the Chief Academic Officer or Chief Financial Officer (Barr and Dresler, 2000). In turn, the SSAO is responsible for hiring and mentoring qualified professional staff members and conducting their annual performance reviews, providing opportunities for professional development and growth, obtaining resources appropriate to the mission and goals of the department, and reviewing policies and practices of the department and the university. The SSAO is responsible for ensuring a quality, values-oriented professional learning culture among staff members and promoting a culture of fairness, quality, valuing differences, community, justice and empowerment (Keeling, 2004, p. 27). The SSAO works with staff to ensure fiscal accountability for programmes and services.

The SSAO is responsible for student judicial policies and procedures ensuring a fair and thorough process that focuses on learning rather than punitive outcomes. The SSAO ensures that judicial procedures are coherent, published widely, and in harmony with academic policies and processes. The SSAO serves as a liaison to and communicates with a variety of external persons, services and agencies such as parents, community organizations, emergency services, legal and health services and governmental agencies.

Purpose/functions

- To serve as a senior administrator and institutional leader in helping to accomplish the mission and goals of the institution.
- To provide leadership for the development and delivery of essential student affairs and services programmes.
- To provide leadership in identifying, interpreting and serving student needs.
- To develop and articulate to the institution a philosophical framework and mission for student affairs and services.
- To develop and maintain an appropriate organizational structure for the delivery of student affairs and services.
- To support, advocate for and promote the needs and interests of students to appropriate institutional and other constituencies.
- To develop institutional policies that are congruent with cultural/social needs of students and institutional values.
- To develop and allocate governmental, institutional and extramural resources to carry out the mission of student affairs and services.
- To develop a student affairs and services framework that supports the enhancement of student learning outcomes and success.
- To provide institutional leadership in providing access to students from all economic levels of society.
- To promote the values of pluralism, diversity and multiculturalism.
- To utilize all forms of technology as tools to enhance the delivery of student affairs and services programmes.
- To serve as an integrator of functions across the university for the purpose of enhancing student learning and success.
- To integrate the mission, programmes and services of student affairs, and services with the academic and other divisions of the institution.
- To serve as an effective steward of resources provided by students, government, taxpayers, etc.

Typical activities

- To carry out all student affairs and services functions within the ethical framework of the profession and higher education in general, developing long-range plans and developing policies accordingly.
- Preparing and administering budgets and overseeing expenditure of funds.
- Meeting regularly with colleagues in other areas of the institution to discuss institutional and student priorities.
- Advising and working closely with student leaders to pursue common goals.
- Representing student affairs and services on important committees and providing reports on key student issues.
- Conducting research studies on students and their needs.
- Working with other university officers to provide a safe and secure campus environment in which students learn and grow.
- Encouraging faculty involvement in student organizations and activities outside the classroom.
- Developing rich and diverse learning communities in cooperation with faculty.
- Handling appeals of student disciplinary cases.
- Working with faculty on projects that enhance student learning outcomes.
- Assisting faculty in working with students who may be experiencing financial, personal or family concerns that interfere with academic work.
- Conducting evaluation, assessment and programme review on all units in student affairs and services.
- Providing appropriate staff supervision and professional development.
- Coordinating a comprehensive student activities and organizations programme.
- Administering essential student affairs and services programmes such as financial aid, counselling, health, recreation, admission and records, student government, residence halls, and others.
- Conducting institutional and student affairs fund-raising activities.
- Serving as a public spokesperson on student needs/welfare matters.

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Descriptions of student affairs/services specialty units

Academic advising/educational counselling

Colleen Blaney, Charlie L. Nutt and Harald Åge Sæthre

All students require academic advice during their studies. This can range from choosing courses for their degree to questions about alternate academic programmes. What does vary between universities is how this advice is provided to students. For every different institution of higher education there exists a different way to provide students with academic support. On some campuses, specific posts are created aligned to academic affairs or student affairs and called student adviser or academic adviser. In the European tradition, this function is often the sole domain of academic staff members. Key skills for the holder of these positions include interpersonal skills, knowledge of students and student culture, leadership and management skills, knowledge of technology used by students and stress management skills (Irish Universities Quality Board, 2006).

There are many ways in which academic advice is provided to students. On some campuses, academic advice is centralized in a single unit - and sometimes building - and integrated with other functions in student affairs. Other universities have their academic advising specific to academic disciplines and decentralized.

Purpose/functions

- To assist students in developing educational plans that are consistent with their life goals.
- To provide students with accurate information about academic progression and degree requirements.

- To assist students in understanding academic policies and procedures.
- To help students access campus resources that will enhance their ability to be academically successful.
- To assist students in overcoming educational and personal problems.
- To identify systemic and personal conditions that may impede student academic achievement and to develop appropriate interventions.
- To review and use available data about students' academic and educational needs, performance, aspirations and problems.
- To increase student retention by providing a personal contact that students often need and request, thereby connecting them to the institution.

Typical activities

- Assisting students with decision-making and career direction.
- Helping students understand and comply with institutional requirements.
- Providing clear and accurate information regarding institutional policies, procedures and programmes.
- Assisting students in the selection of courses and other educational experiences (e.g., internships, study abroad)
- Referring students to appropriate resources, on and off campus.
- Evaluating student progress towards established goals.
- Collecting and distributing data regarding student needs, preferences, and performance for use in refining or revising institutional/agency decisions, policies, and procedures.
- Interpreting various interest/ability inventories that provide students with information related to their career choices.
- Utilizing a variety of supplemental systems such as on-line computer programs to deliver advising information.

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Academic support centres

Glen Jacobs

Academic support centres play a pivotal role in the educational success of students. These centres have a multitude of names including learning resource centres, services for students, academic achievement services, and student support centres. Despite differing monikers, they all have the same mission, which is to help students identify and achieve their academic goals. Centres on different campuses provide various services. However, they all typically offer tutoring and small group learning sessions in areas such as mathematics, science, writing and others. With the support of these services, students are better able to excel academically and develop skills that promote lifelong learning through critical thinking. In addition, Academic support centres often host grant-funded, community-based educational programmes, and conduct workshops and presentations that focus on specific learning skills. Aside from serving and mentoring students, centre staff work closely with faculty, administrators and other campus representatives to provide academically enriching opportunities. These centres often report to Student Affairs, sometimes Academic Affairs, or both divisions. Academic support centres are instrumental to retention and graduation efforts, and often serve as the institution's central resource for such initiatives.

Purpose/functions

- To provide support services that help students attain their academic goals.
- To promote access, retention and academic excellence for all students.
- To help students understand learning styles and provide discipline-specific learning strategies.
- To assist students in a variety of areas including reading, writing, mathematics and science.
- To provide services that support students in mastering rigorous college courses.
- To provide faculty development workshops on a variety of teaching and learning strategies.
- To provide opportunities that promote lifelong learning through critical thinking and social awareness.

Typical activities

- Providing one-on-one and small group tutoring services for a variety of courses.
- Developing student success seminars that focus on several different topics including managing anxiety, financial well-being and campus resources.
- Conducting workshops and presentations for students and faculty on time management, testing strategies, learning styles and study skills.
- Creating a supportive environment that promotes student learning and development.
- Providing software and technical support for students and faculty.
- Working with faculty, advisors, staff and other campus representatives to promote learning opportunities.
- Providing testing and assessment for students in order to determine academic strengths and areas for improvement.
- Collaborating with other campus groups and organizations to develop programmes that promote academic success.
- Providing small group learning sessions for students.
- Providing mentoring opportunities for students that promote personal and academic growth.
- Motivating and encouraging students to achieve academic success and complete their post-secondary education.

Admissions

Rosalie Vlaar

When prospective students apply to attend an institution they work with staff in Admissions to complete their application and receive a decision on admissibility. The nature of this interaction impacts both their impression of the institution and the likelihood that they will take up an offer and register.

Admissions staff are responsible for ensuring that the students selected for admission are likely to succeed at the institution. To this end, they conduct research into various predictors of success and are responsible for proposing appropriate admission policies and implementing appropriate admission practices at the institution. Purpose/functions

- Guide applicants through the application process.
- Adjudicate admission applications to identify those likely to succeed.
- Work in collaboration with admission stakeholders - recruitment and housing offices, financial aid offices, academic units, secondary school and college advisors, parents and others.
- Engage in strategic enrolment management activities and the implementation of initiatives.
- Advise and make recommendations with respect to best practices in admission selection.

Typical activities

- Receive, process and evaluate applications from prospective students.
- Collect and process information required for the purpose of adjudication.
- Distribute files for adjudication.
- Conduct credential and other evaluations.
- Receive/process admission decisions.
- Articulate courses from other institutions and assign transfer credit.
- Notify prospective students regarding a decision.
- Conduct research into various academic qualifications, standardized academic tests, tests of English (and other) language proficiency and other predictors of success.
- Conduct research regarding demographic trends in the college-going populations served by the institution.
- Conduct admissions criteria and enrolment management studies.
- Contribute to the development or purchase of technological tools used in application, adjudication and information management.

Adult/non-traditional/commuter student services

Diane H. Bailiff

All commuting students are not adult or non-traditional. This section will weave the needs of commuting students into purposes and functions recognizing that there are subtle distinctions here. Research shows that commuting students tend to be less engaged with campus-based activities, likely to be employed away from campus and have responsibilities that are peripherally related to their educational pursuits, a set of circumstances shared by many adult/non-traditional students. At the same time, there are traditional students who commute and adult/non-traditional students who live in the campus community. Often graduate schools and programmes provide a more comprehensive set of services to the older, commuting, family-oriented student. These models will benefit undergraduate student affairs programmes as they plan for inclusion of this growing population with special needs.

For some institutions academic focus is the primary function of the college or university. In these cases all students could be considered 'commuting students' and lists of services available through the private sector and contract agencies are provided to incoming and continuing students.

Purpose/functions

- To conduct research on the needs and characteristics of adult and commuting students.
- To provide basic services for adult and commuting students.
- To counsel and advise adult students regarding their personal concerns and academic needs.
- To offer special means of communication through newsletters, a web page, telephones, fax and email.
- To arrange social and cultural activities for adult students and their families/partners.
- To recognize the limitations experienced by commuting students to participate in traditional social and cultural activities.
- To develop a plethora of flexible learning options that take notice of the individual learning styles of those regarded as non-traditional students.

- To identify and advise academic and administrative staff of matters that can adversely affect non-traditional students' welfare and capacity to succeed in higher education.
- To develop social networks that nurture/support the non-traditional student.
- To provide places for adult students to socialize and study.
- To provide preparatory and orientation programmes (including orienting family groups) for adult students.
- To provide accessible parking at a reasonable cost for commuting students.
- To provide web sites that adult students, with limited computing experience, can manage easily.

Typical activities

- Advising and counselling adult students individually and in groups as they adapt to their new status among a traditionally aged student population.
- Advocating for adult students in policy-making and design of facilities as well as the instructional programme.
- Working with adult students to become involved in institutional activities.
- Arranging social activities for adult students.
- Working with faculty to understand the different approaches that may be necessary when teaching adult students.
- Conducting research into the underrepresented groups and, once identified, develop a range of proactive strategies that are welcoming, preparatory and assist in promoting success.
- Promoting the advantages of education in the community.
- Organizing specialist mature-age and cultural orientation/preparatory programmes that assist in the transition into study.
- Negotiating appropriate space for observers of religious beliefs, as well as rooms and support for clubs, societies, functions and the like.
- Initiating social and cultural networks that support the variety of underrepresented groups.
- Initiating learning programmes that are culture-fair and meaningful.

- Offering staff development workshops that improve awareness of non-traditional student needs and requisites.
- Developing weekend education programmes and evening academic opportunities for commuting students.
- Establishing childcare, non-campus housing opportunities and career services that meet the needs of adult/non-traditional/commuting students.

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Alumni relations in student affairs

Michele A. Nota

Many mission statements of alumni relations and/or alumni association areas include the importance of fostering lifelong, mutually beneficial relationships among current and future alumni and the institution through programmes and services that inform, involve and invest them as committed partners of the institution, its mission and traditions. These important relationships begin on campus by engaging future alumni. The proximity to future alumni will no longer exist after graduation so it is vital to take advantage of their time on campus.

Purpose/functions

- To foster a high degree of pride and ownership in the institution.
- To provide networking and mentoring opportunities.
- To help in providing financial support from its current and future alumni for the institution.
- To be an ambassador for the institution.
- To support the branding and marketing efforts of the institution.
- To communicate to current and future alumni opportunities for growth both personally and professionally.

Typical activities

- Communicate opportunities for future alumni to participate in activities that may have tradition.
- Market events for future alumni to meet potential employers and mentors.
- Conduct on-campus giving opportunities for future alumni to begin the tradition of giving back.
- Support formal student alumni associations where future alumni plan campus activities.
- Provide marketing help through alumni magazines and the web.

Bookstore services

Lynne Vaughan

Over the years, the primary role of the bookstore remains the same; delivering course materials on a timely basis in the right quantities through exceptional customer service. Even with this remaining constant, technology and other advancements continue to shape the bookstore business and the vehicles with which bookstores deliver products to their customers.

The issue of textbook prices has been a hot topic on campuses for as long as we can remember. In the past few years, however, the debate has extended beyond the campus into the media and has become the subject of discussion in state and federal government. Because of this, students are looking for ways to reduce or minimize this educational expense. Used books, along with a healthy 'textbook cycle' continue to be the most economical ways for our customers to source their course materials. A healthy textbook cycle is illustrated by three main characteristics: timely adoptions, used books and a strong buyback season.

Students are also looking for the latest technology the publishing world has to offer. Bookstores try to deliver the right materials, in the formats that customers demand. Digital delivery of course material content continues to grow and it is important to be positioned to handle any changes in demand. Today, many bookstores offer supplemental materials in a digital format through online resources. In addition to digital offering, access codes to go online may be required for select class assignments. Advancements in hardware have also changed the landscape. Currently, a remote device that allows the student to sign in when attending class, as well as take a quiz with handheld electronic devices (e.g., the clicker), may be required.

From delivering new technologies in course material, to serving customers twenty-four hours a day, seven days a week, online, bookstores have become the source for all materials and supplements for a fruitful university experience. The bookstore has become more than its name implies. Bookstores are a guide, a resource, and a portal for 'everything college'.

Purpose/functions

- To provide textbooks and other course materials for courses taught at the institution.
- To sell instructional supplies such as paper, notebooks, writing utensils, etc.

- To be a source for references such as dictionaries, thesauruses, etc.
- To provide personal supplies, convenience products and various sundries.
- To sell emblematic merchandise that fosters identification with the institution.

Typical activities

- Ordering and stocking course-related books for classroom instruction.
- Meeting with faculty and staff members to determine their textbook needs.
- Development of aggressive marketing techniques to promote bookstore products, and position the bookstore as the premier area retailer.
- Buyback of textbooks year-round.
- Stocking and selling personal supplies for students.

Call centres

Jennifer L. Bishop

In recent years, the number of students graduating from secondary school and the percentage of those graduates applying to college has increased. In addition, the average time-frame for completion of a traditional four-year degree at public colleges has crept to 6.2 years in the United States.⁷ Also, with the recent decline in the economy, more and more adults are leaving the workforce to go back to college to finish incomplete degrees or to take on a new area of study in hopes of finding a prolific career path.

With the increase in the public pursuit of higher education, colleges and universities are receiving increased call volumes. Each applicant/student is a customer and expects to receive personalized, high-level customer service. The importance of having a university call centre to field these calls and provide efficient information with seamless transitions from one department to another is essential on today's campuses. Although the scope and complexity of information that each call centre has chosen to take on and their involvement with the various departments on their campus will vary at each institution, the purpose and typical activities will be similar at university call centres worldwide.

⁷ <http://www.greatschools.net/cgi-bin/showarticle/728>

Purpose/functions

- Provide a centralized area to obtain information with a 'one-stop-shop' mentality.
- Provide information to phone customers with customer service as a top priority, using live customer service agents rather than automated recordings.
- Create an open line of communication to campus offices that would otherwise have a busy signal.
- Reduce the transferring of a call/caller from one department to another in order to obtain the information they are looking for. Stop the 'transfer train'.
- Utilize technology to reduce wait time for the caller by routing calls to information specialists at varying levels based on availability.
- Provide a customized phone system to offices that the call centre answers for that will provide their customers with the most effective and efficient service possible while remaining consistent with the mission of that particular office.
- Utilize technology to relieve stress on professional staff by reducing the call volume they receive that involves basic, repetitive questions. Allowing professional staff to focus on higher level questions and office assignments.
- Utilize the resources of knowledgeable, energetic students who have personal experience that relates to many of the situations the calls pertain to.
- Reduce operating costs by hiring students in part-time positions.
- Maintain a high level of customer service by scheduling students in shorter length shifts as opposed to full-time employees who will potentially get burned-out by answering the same questions forty hours per week.
- Increase marketability of the university by providing a convenient, concise source of information with a positive and helpful customer service approach.
- Create a sense of personalized service that leads students and parents to feel reassured about their college choice.
- Provide information in a way that allows for a higher level of understanding, inviting callers to ask more questions and to learn how the processes work so they leave the conversation feeling informed and confident that they can resolve their situation if it was not taken care of at the initial point of contact.

Typical activities

- Assist the university community and beyond with answers to basic questions regarding directory information, office locations and hours of operation, directions to campus, tour reservations, transcript requests, academic calendar inquires and policies and procedures for the various departments.
- Assist the university community and beyond with in-depth questions regarding their individual admission application, financial aid package, student tuition bill, course registration, residential arrangements, or other personal inquiries.
- Maintain daily contact with department liaisons to remain up to date on changes within each department.
- Attend weekly staff meetings with the departments that utilize the call centre services.
- Assist department liaisons with assessing call volumes and adjusting telecom technology as call flow variations require for best possible service to customers.
- Conduct training sessions on a regular basis for student information assistants to ensure they are aware of any changes that may pertain to the calls they receive.
- Record and review calls for quality control and training purposes.
- Hire and train new student information assistants well in advance of graduation timeframe to allow for thorough training and preparation to replace graduating student information assistants.
- Provide incentive programmes for student employees to motivate and maintain high-level quality service.
- Review privacy policy and the call centre mission on a regular basis to keep efforts moving in a positive direction.
- Conduct employee evaluations and promotions with incremental raises as quality control and incentive measures.

Campus activities/student organizations

Wadad El-Husseiny

Student affairs and services play a very important role in the organization, development and advising of campus activities and student organizations. Student

involvement in non-classroom activities impacts the learning experience in many ways. The concept of partnership between classroom academic activities and the outside classroom activities is very important for the development of the student and helping the institution achieve its goals of service to the community, state and country. The listed purposes and activities might vary from one institution to another based on the institution's identity, values and reputation.

Purpose/functions

- Provide opportunities to imprint critical and creative thinking/problem-solving.
- Provide social and cultural opportunities that enhance the education and personal development of students.
- Provide opportunities for students to develop leadership skills and individual responsibility through participation and leadership in student activities and organizations.
- Provide opportunities to associate with others with similar interests.
- Provide opportunities for students to develop tolerance through understanding and appreciation of other cultures.

Typical activities

- Carrying out recreation programmes and services on and off campus.
- Offering direct training to develop vital life skills in the rapidly changing society.
- Guiding and working with students to develop arts and cultural programmes.
- Advising student government organizations and activities.
- Designing and carrying out student leadership development programmes.
- Advising students on developing wide range of students' organizations and activities.
- Advising student clubs and organizations during their routine work and events planning.
- Encouraging involvement in community service/volunteer activities.

- Designing and implementing innovative educational and developmental programmes that are not directly provided by the academic units of the institution.
- Establishing institutional annual activities/events to landmark the institution campus life.
- Involving students in the enhancement of integrity and conflict resolution within the institution through various channels including workshops and events.

Campus security/police and protection services

Dennis E. Gregory

Campus security/police and protection services vary widely around the world and are dependent upon the national, regional, province or state laws that are responsible for the control of these services. They are also dependant, at least in the United States, upon choices made by individual institutions and the public or private status of the institution. Institutions may have armed or unarmed security/police or protective services and these officials may or may not have arrest and general police powers. In some instances, institutions contract with local law enforcement agencies to provide these services on individual institution campuses. The International Association of Campus Law Enforcement Administrators (IACLEA) works with campus and external law enforcement agencies around the world to provide professional development and organizational support. In the United States, for example, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) requires certain actions be taken by campus security and police agencies. Other countries may have similar laws so it is incumbent on students, faculty and other travellers to familiarize themselves with local laws, customs and requirements.

Purpose/functions

- Provide security for campus facilities.
- Assure safety of students, employees and guests.
- Interact with local external state and national law enforcement agencies.
- Oversee traffic and parking regulations on campus.
- Provide educational programmes on safety.

- Enforce local, state/province/regional and national laws.
- Coordinate with other campus agencies on educational and other programmes.
- Enforce student conduct codes and take part as witnesses in student conduct hearings.
- Provide basic fire and emergency medical interventions.

Typical activities

- Patrol campus property.
- Enforce laws.
- Investigate crimes that occur on campus.
- Liaise with other law enforcement agencies.
- Enforce campus rules and policies.
- Enforce traffic and parking laws and regulations.
- Provide safety programmes.
- Check campus facilities (locks, doors, grounds, lighting, etc.) for security and safety purposes.
- Provide assistance to persons on campus who need directions, who are having vehicle trouble or the like.
- Oversee ingress and egress to/from secured campus facilities such as residence halls, research facilities, athletic facilities and laboratories.
- Control campus access.
- Serve legal papers.
- Assist local law enforcement agencies with off-campus events in local communities.

Careers service

Wayne Wallace and Di Rachinger

As more people see their university educational experience as an access to a better life, rewarding occupation and higher standard of living, the opportunity to help guide

students in their vocational decision-making and eventual employment are seen as a critical service for colleges and universities. The time and financial investment in an education is an important decision on the part of a student, and his or her family. The global nature of work and competition is such that those who are ill prepared or poorly informed are at an extreme disadvantage. The nature of career services will vary from institution to institution depending upon type of university, mission, programme offerings, type of students and student service organizational design.

Specialty academic programmes with a strong vocational focus will need very clear relationships with the interests and abilities of students as well as the demands of the marketplace, while those that provide a more liberal arts type of education will need to focus on student transferable skill identification. Continuing education for mature students, who may be bound geographically, will demand career services which will differ significantly from traditional-aged students, who may be much more flexible and mobile. Likewise, those institutions located in large metropolitan areas with many local employment options have a different challenge from rurally located campuses. Private institutional missions will differ from those which are publicly funded, and large complex campuses differ from smaller scale campuses. There may also be a need for alumni and institutional staff services as well as for spouses of faculty and staff. There is therefore not really one single delivery system that fits all circumstances, though there are a variety of commonalities.

Organizationally, career services tend to be housed within Student Affairs and Services on a campus, though a number will report to the academic administration. The functionalities typically include career guidance, internship, cooperative education and employment assistance, and tend to be delivered as a centralized service available to all disciplines. There are also decentralized models that disperse services among campus constituents, and each type of delivery system and reporting authority has advantages and disadvantages.

There is a major professional association in many countries that is well developed and contains a multitude of resources to help institutions maximize their career services function. In the United States it is the National Association for Colleges and Employers (NACE, www.nacweb.org). For Canada it is the Canadian Association of Career Educators and Employers (CACEE, www.cacee.com). Within the United Kingdom it is the Association of Graduate Careers Advisory Services (AGCAS, www.agcas.org.uk). Australia has Graduate Careers Australia (GCA, www.graduatecareers.com.au).

Purpose/functions

- Assist students in decision-making, addressing majors, and vocational interest.
- Provide career diagnostic evaluation and career counselling.
- Provide a central resource for career information and employment opportunity.
- Instruct in the process of resumé preparation, interviewing and employment processes.
- Attract, develop and retain employer involvement with the campus.
- Manage employment recruitment processes for students and employers.
- Provide resources and information for alumni as feasible.
- Provide support for those students considering further education.
- Educate and inform the campus and the community about trends and opportunities.
- Coordinate cooperative arrangements between employers and academic programmes.
- Maximize the on-going involvement of employers in the education process.
- Cultivate domestic and international opportunities for students.
- Represent the interests of the university to media and external public.
- Develop mentoring programmes involving alumni and/or employers.
- Partner with academic advisors, faculty and student groups to bridge interests.

Typical activities

- Provide courses or workshops on career planning and employment processes.
- Administer vocational guidance testing to assess needs, interests and skills.
- Establish recruitment venues such as fairs and on-campus interview services.
- Develop on-line virtual library about occupations, employers and trends.
- Host employer panels and information sessions for students.
- Manage student information database for referral.
- Deliver a job-posting system identifying openings.
- Maintain on-going employer relations activity to attract and retain.

- Provide alumni tracking systems and outcome studies of graduates.
- Counsel students singly or in groups on critical vocational issues.
- Deliver custom programming for specific majors, student groups and faculty.
- Devise effective website to provide comprehensive services on line.
- Prepare pre- and post-work experience training and evaluation for students.
- Utilize on-line workshops, webcasts and e-guidance.
- Assist students in the development of employment skills (team work, leadership, etc.).

Chaplaincy and multi-faith services

Lauren Payne and Lic. Jorge Lozano Laín

The concept of chaplaincy services is not new to higher education, though it has a different face from what it had at its inception. The roots of western universities lie in the education of clergy. This shifted during the nineteenth century as colleges became more secular, moving towards research. Since this shift, higher education has become more accessible on a worldwide scale. Institutions now have students from a variety of faiths and often from around the globe. There is a need to provide students with a space and resources to support them in their spiritual development. From the perspective of public institutions in the United States, the courts have mandated that all religions be given equal treatment in accommodating and supporting these students but that the institution itself maintain a policy of non-religious association (CAS, 2006).

On the other hand in other countries, such as those in the Middle East where religion is often in the constitution, the political ideals often dictate whether space is available and the range of services. It also important to note that in this region there is not the same need as most students are attending an institution geographically close to the home and their own place of worship (Wadad El-Husseiny, personal conversation 10 March 2008).

In general, the overarching goal of multi-faith and chaplaincy services now extends beyond that of just providing resources to support students in their personal spiritual exploration and growth; it is moving to a level of engaging members of the campus in dialogue. These dialogues can become a means of promoting respect, tolerance

and understanding of one another (National Council on Faiths and Beliefs in Further Education (FBFE), 2007; Multi-Faith Center, Griffith University, 2005). How institutions approach the services and goals ranges depends on the institution and country. In the general, the following are typical functions and activities of a Chaplaincy/multi-faith office.

Purpose/functions

- To identify core groups of students and faculty interested in exercising their religious freedom.
- To provide an opportunity for individual students to live, share and express their faith as appropriate.
- To assist individual members of specific communities (students, professors or support personnel) in their quest for spiritual life.
- To provide advice and assistance to the education community at times of celebration and mourning.
- To encourage and nurture the development of a sense of shared community.
- To work with student groups in providing opportunities for personal and community spiritual enrichment.
- To promote understanding and acceptance, within the education community, of the varied personal paths to spiritual enlightenment.
- To create an atmosphere of religious tolerance and cooperation.
- To minister to the students of the Chaplain's own faith.
- To have a network of contacts to provide ministry to students of other faiths.
- To encourage understanding of diversity through interaction and discussion.

Typical activities

- Create and maintain a network of contacts of local ministry services for members of the campus community.
- Design and implement various spiritual and religious-based seminars, workshops and lectures.
- Provide facilities for members of the campus community to worship and share their religious customs and ideas.

- Organize inter-faith or ecumenical services.
- Counsel individuals seeking spiritual guidance.
- Organize or make available appropriate liturgies and ceremonies to satisfy the spiritual needs of members of the education community.
- Provide spiritual support and counselling, individually and in groups, to those in personal crisis.
- In multifaith settings, coordinate the activities and events of the various religious communities.
- Organize events and activities promoting spiritual life on campus.
- Act as the first point of campus contact for all faith groups.
- Arrange services relevant to the Chaplain's own faith.
- Facilitate services for other faith groups by inviting their leaders onto campus.
- Encourage both specific faith-based and interfaith dialogue by organizing social events and discussion groups.
- Raise awareness of faith and inter-faith issues with all staff.
- Be responsible for the use of the multi-faith centre, if one exists, or helping students find appropriate rooms if no such centre exists.

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Child care

Raywen Ford

Nurseries in higher education in many countries with long traditions of university education have often sat on the margins of university activity. However, as increasing numbers of students are returning to university after having families, concern for childcare becomes a significant factor in student retention and success. In addition, in nations where university education is relatively young, nurseries are crucial to the opportunity for many, women particularly, to access higher education. In acknowledging the significance of students' children in student success, a university extends its support to the family unit. In recognition of this, many universities will provide subsidized places for the children of students.

The quality of education and care in university nurseries is controlled by the same inspection mechanisms as any other nursery in that country. They need to meet all legislative conditions as a minimum. In addition, the knowledge of research into child development and early childhood education will often mean that university nurseries are centres of excellence.

A university nursery will often provide care and education for the children of staff, offering a service to the university's human resources and recruitment, and parents locally, thereby building links with adjacent communities.

Purpose/functions

- To provide a safe, stimulating, caring and educative environment for children of students and staff.
- To assist in the recruitment and retention of staff and students through the provision of appropriate child-care facilities and contribute to the publicity of the services offered.

- To provide a range of wraparound options including nursery, crèche, after-school care, breakfast clubs and holiday clubs, and to link with other providers of these facilities to meet a wide range of needs.
- To advise parents on issues of concern relating to their child and to assist parents to develop positive parenting skills.
- To advise managers on new developments within child care and encourage appropriate response.
- To be aware of the university's legal responsibilities in relation to child protection.
- To model good practices in early childhood education.
- To link with other services to students to give advice to parents on issues such as sources of funding to meet nursery fees.

Typical activities

- Providing, on demand, a variety of care including both infant and pre-school care.
- Giving constant care and attention to children, and always providing a secure, welcoming and nurturing environment.
- Being constantly vigilant for the safety of children.
- Developing induction programmes and involvement opportunities to encourage regular interaction of parents in matters relating to their children, working with parents as partners in the care and education of the child.
- Ensuring that institutional child care meets all local and national standards.
- Overseeing budgets; making every effort to maintain reasonable fees and advising parents on sources of funding to meet the fee costs.
- Being flexible and supportive about user needs at stressful times, e.g., exams.
- Developing and encouraging an environment that is stimulating and instructive, and appropriate for the age of children, modelling best practices in early childhood education.
- Providing a variety of parenting-skills workshops, discussions and consultations.

Management

- Integrated into the university reporting structure in order to maintain a high profile and ensure that the systems and practices of the nursery are known and supported.

- Policies and procedures of the nursery must conform to the requirements of the university unless deemed inappropriate.
- Accountable to the university, parents and educational or licensing authority.
- Conform to all legal requirements, particularly in relation to child safety and protection.
- Be an authority on child-care opportunities beyond the university nursery, recognizing that one nursery may not be able to meet the diverse needs of the student and staff populations.
- Link with other university nurseries for the professional support and development of the nursery nurses and teachers.

College unions/university centres/student centres

Brett Perozzi and Andrew O'Brien

College unions are recognized and embraced around the world as integral and unique entities within student affairs/services and higher education. College unions are known under a range of different titles around the world including student centre, university centre, campus centre, student union and university union. The term student union in particular can be confusing as it has different meanings around the world with student union in the United States being another name for college union while in most other countries student union refers to the elected student body officials (student governance) and their staff that carry on the official business and politics for their student constituents.

College unions are governed and administered using multiple methods. For example, the 'chief executive' of a union may report directly to university officials and is hired, evaluated, etc. by the university. In another example, students are elected by their peers to run the union, who in turn, hire career administrators to manage the operations of the organization. The governing structures can be complicated with a mixture of students, faculty and staff sitting on boards of directors and having various levels of control over the organization and/or management. Another differentiating factor from campus to campus is the legal structure of the college union. In some cases the college union is a department of the university while in others it exists as an auxiliary, a company or a separately incorporated association.

College unions are unique within student affairs/services in part because they are one of the only entities in higher education that almost always (across all countries) blend an organizational identity as a 'set of programmes and ideas' together with a physical facility. The organizations provide a sense of place through both ideological contexts in terms of programmes and services that address issues of the day and activities that invite students to engage, while simultaneously using a physical structure to encourage informal dialogue, socialization and community-building activities. It is important to note that college unions can exist without physical buildings, yet the vast majority of unions offer some sort of physical assembly, meeting, gathering and/or formal congregation space. The physical envelopes range from one floor of a high-rise building in an urban environment (DePaul University) to grand facades with soaring towers (University of Melbourne) to comfortable and adequate space within which the campus community can gather for important events, celebrations, and sometimes university activities such as graduation, open days, orientation and enrolment.

Many college unions provide to their communities dining services (retail venues, catering services, residential dining) and rent space in the form of meeting rooms, banquet facilities, ballrooms, etc. Unions may also incorporate retail space for such services as banking, bookstores/bookshops, pharmacies and travel agencies, as well as recreational facilities such as billiards, bowling lanes, pubs, concert venues, video games, etc. Oftentimes the student centre will manage the use of outdoor spaces on a campus. Above all, the mission of college unions is to build a community.

Purpose/functions

- To act as a meeting place for the campus community and provide a home base for student organizations.
- To provide leadership development opportunities for students.
- To act as a laboratory for students in volunteer capacities as well as employment roles to practise skills learned in and outside of the classroom.
- Serve as a community centre for the campus community (for those that have facilities).
- To facilitate and implement a range of activities, such as cultural, educational, recreational and social.
- To build and enhance community on campus.

- To develop students and provide them with tools to be contributing members of a global society.
- To support students and their organizations.
- Maintain forums for the exchange of ideas (bulletin boards, public spaces and formal events).
- To provide a range of food and retail services that support the day-to-day operation of the campus.

Typical activities

- Produce and host major events for the campus community.
- Schedule space for use by members of the community (meeting rooms, ballrooms, etc.).
- Support students in their programming efforts, or in other cases, student managers supporting student programmers.
- Provide food services; retail, catering and residential.
- Support outlets for student organizations to fundraise.
- Provide a variety of services for student organizations.
- Provide offices for undergraduate and graduate student government.
- Generate revenue for students, the perpetuation of the organization or for the university.
- Rent retail space to various clients.
- Manage the upkeep of the facilities in terms of maintenance and custodial care, capital planning and health/safety compliance.
- Support special events such as open days and orientation.
- Provide ballroom and or theatre facilities for alumni events and, in some cases, university graduations and other formal programmes.
- Some college unions may also include fitness and recreation facilities such as gymnasiums and group exercise classes.

Community service/service learning

Tracey E. Reeves and Heather Hare

During the 2005/2006 academic year, almost one-third of college students took part in university-organized volunteer and service-learning activities, performing a total of 377 million hours at an estimated worth of \$7.1 billion. Some 91 per cent of campuses in the United States report offering service learning courses (Campus Compact 2006 Service Statistics), reflecting a growing interest by faculty and students in offering experiences that connect coursework with community-based learning.

The CAS Standards for Service Learning Programs defines service-learning as 'a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development' (2006). A critical dimension of service learning is that all participants, including the university, student, faculty and community partner, benefit from the experience. Service learning gives institutions of higher education the opportunity to contribute to their local, national and global communities while providing students with meaningful experience to advance their learning goals. Through service learning experiences, students gain skills and knowledge, develop increased self-awareness and discover meaning in their lives. Community partners in service learning advance their goals by engaging students in work connected with achieving their mission and vision to build healthier communities.

Service learning programmes are typically co-located in offices that coordinate volunteer programmes and civic engagement initiatives. Like service learning, high quality student volunteer programmes are designed collaboratively with community partners to meet their identified needs and some volunteer programmes may be designed with student learning as a core consideration. More typically, volunteering is distinguished from service learning because it is one-time or episodic, and unconnected with academic courses or wider learning goals. The concept of civic engagement incorporates service learning and volunteering as well as other aspects of active citizenship such as issue advocacy and political participation. These dimensions of civic engagement are often outcomes of student participation in service learning.

Central to service learning effectiveness are structured opportunities for students to learn from their experiences through reflection. Reflection challenges students to think critically about their service learning activities, connecting experiences with course concepts and emerging understanding of themselves as citizens. Reflection assignments include journal writing, essays, papers, portfolios and multimedia assignments. Class discussions through which faculty can model making connections between service experiences and course concepts and theory are useful in helping students develop skills in reflective practice. Reflection is an ongoing process of learning from experience and student learning is maximized when reflection activities are integrated into all aspects from beginning to end of the service learning assignment.

The service learning office serves as the central point of contact between students, faculty and community partners. The office establishes and maintains relationships with community partners, trains faculty and community organizations in service learning basics, and provides all parties with resources to promote successful learning partnerships.

Purpose/functions

- To develop programmes in which students learn and develop through didactic course work and organized service experiences that meet community needs.
- To compliment students' classroom learning by offering practical experiences in which students are able to explore values, career options and their leadership potential.
- To promote student involvement and engagement in community building through volunteerism.
- To provide students with an opportunity to understand community social issues and citizenship.
- To offer structured opportunities for students to reflect on their community/service learning experiences to promote their learning and personal development.
- To advise faculty on service learning course design and reflection activities.
- To train community partners in promising practices for working with student service learners to promote their onsite effectiveness as well as their learning goals.

- To provide logistical support, including risk management procedures for community service learning programmes.
- To evaluate and assess the effectiveness of community service learning experiences.

Typical activities

- Marketing opportunities for students to get involved with community service and volunteer activities.
- Developing and updating a clearinghouse of all community resources where students can volunteer.
- Organizing a volunteer and service learning fair where students, faculty and staff can meet the various volunteer agencies.
- Designing service learning opportunities to match academic programmes through cooperative efforts with the faculty and community partners. Models include:
 - Service learning immersion: These courses provide students with the opportunity to involve themselves in direct service to the community with the goal of promoting active citizenship.
 - Service learning assignment: The course requires students to participate in a one-day or limited project related to course goals.
 - Discipline-based service learning: Students engage in a regular volunteer commitment throughout the semester and reflect on their experiences using course content as a source for their analysis.
 - Project-based service learning: Individual or student teams serve as consultants to a community organization to meet a particular need. This model assumes that students are developing a particular set of skills to share.
 - Credit add-on: Students enrol for an additional course credit and provide service to an organization whose mission or programmes relates to course themes.
 - Optional course component: Students may choose a service learning project as one of several course alternatives. The service may be used as the basis for papers, class presentations or other assignments.
- Training community partners to increase their understanding of college students, service learning and student volunteering.

- Training student volunteers on the fundamental practices for effective service learning including, attitude, work ethic, cross-cultural sensitivity, follow-through, liabilities and risks, etc.
- Documenting student volunteerism and campus community partnerships.
- Conducting studies on the value of community service learning.
- Advising student organizations on designing and implementing volunteer projects based on identified community needs.

References

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Counselling services

Annie Andrews, Roslyn McCarthy, Jonathan Norton, Jonathan Munro and Chuck Rashleigh

There is generally a requirement for student counselling services to map service delivery and operations to the vision, strategic intent and operational plans of the institution that forms the education community in which the service operates. As part of service planning, it is important to identify the service guiding statement, service mission, service values and the service delivery model suited for the specific institutional context and the student cohort. Service delivery activities will have direct relevance to the documents and communications that articulate the goals, desires and needs of all stakeholders as defined within the culture and educational focus of that institution.

Traditionally university counselling services provide guidance, counselling/psychological services and personal development opportunities, appropriate referrals, mental health

initiatives and responses for the benefit of the student cohort including the subcategories identified within the broader cohort (students belonging to minority groups within the broader country population). University counselling services may also hold a mandate to provide similar services for staff.

As 'people-focused' services, university counselling services actively promote mental and physical health as well as general well-being among the university population. Counselling services provide an opportunity for students to participate fully in campus life and intelligently prepare for life beyond the university. Counselling services' staff also consults and collaborates to support academic and administrative personnel in the very important work of helping students take the utmost benefit from their learning experiences. Counselling services also make use of available technology including online counselling in the form of text messages, email (asynchronous) or synchronously using real time chat rooms. These are modes of service delivery being used to provide timely information, advice, assessment and treatment to augmenting more traditional service delivery options.

There are some additional service delivery issues likely to be relevant.

1. Identification of the funding model options suited for the specific service. There are various funding models used internationally including fee-for-service activities with outreach to community members beyond the university.
2. Implications for managing multiple service delivery areas: counselling plus health service, learning enrichment centre, cultural adjustment and disability support, international student support, etc.
3. Engagement within the broader university context other student focused services, student administration, faculties, service delivery agreements, etc.
4. Service referencing to appropriate peak bodies (professional associations and student associations).
5. The development of referral relationships with medical practitioners, psychiatrists and community-based services, mental health service providers, including 24-hour telephone and online counselling services (examples from the Australian context include Acute Care Mental Health teams, a 24 hours a day, 7 days a week emergency service; Lifeline;⁸ and the Australian Department of Foreign Affairs and Trade (DFAT) Counselling Service for Australians Overseas, an overseas referral service for Australians.

⁸ www.lifeline.org.au; Kidshelpline, www.kidshelpline.com.au/home_KHL.aspx?s=6

6. Counselling engagement that incorporates cultural adjustments relevant to the background culture of the student.
7. Accommodation of counselling for students with identified disability and interaction with equity and disability services.
8. Implications of service delivery for students using flexible delivery modes or at a distance - e-counselling and online workshops, etc.
9. The impact of services provided over the web that are not managed by the student counselling service. Such an example from the Australian context is depressionnet;⁹ another example from the North American context is the National Institute of Mental Health.¹⁰
10. The impact of the internet on student engagement and the ways that students use the internet may have an impact on the counselling service. Students and institutions use of online environments such as Facebook and YouTube and Second Life as communication and/or teaching and learning environments is also worthy of consideration.

Future directions

Counselling services will need to find ways to manage the internationally recognized need to meet the needs of students with more serious mental health and/or drug and alcohol issues. University counselling services will need to look at the levels of resourcing for their service delivery and the ratio of students to counsellors. In particular, the level of counselling and other support provided to overseas students may need to be further addressed if the impact of the internationalization of education continues to create additional demand for counselling services by these students.

University counselling services are to be encouraged to develop partnerships with specialist organizations outside the university setting e.g., centres of excellence, government health departments, local area health services, and non-government organizations.

There is a need for financial and other incentives to encourage psychiatrists, psychologists and other mental health professionals to provide mental health services for students at affordable fees. There is also a strong and growing need for after-hours counselling and support services.

⁹ www.depressionnet.com.au

¹⁰ www.nimh.nih.gov/index.shtml

Purpose/functions

- To provide counselling, psychologically focused strategies and applicable clinical psychological services to students experiencing problems that could be disruptive to their successful academic, personal, interpersonal and/or campus experience.
- To assist students in learning new and more effective ways to cope with stress and disappointment, resolve conflicts, deal with specific problems or habits, and manage their personal lives and emerging professional careers.
- To work together with the university health service (if applicable) or other medical services, as appropriate, to facilitate psychiatric interventions, e.g., necessary medications and referrals, for students in need of this care.
- To provide specialized counselling services to multicultural students and international students.
- To provide gender- and sexual-orientation-based counselling services.
- To provide consultation and advice to campus staff and faculty, and family members to assist in dealing with students who have psychological, behavioural, interpersonal and/or emotional problems.
- To provide psychologists, clinical social workers and psychiatrists for the treatment of students who are experiencing a wide range of psychological, situational or personal problems.
- To provide opportunities that enable students who may be experiencing personal, social or educational problems to access psychological strategies that will assist them to become more effective in their lives within and outside the academic institution.
- To assist and support students with the transition to university life style and university requirements.
- To provide developmental/preventative programmes and activities that assist students to become more effective and resourceful in their academic, professional, personal and social lives.
- To provide a psychological consultative/advisory/voluntary training service to teaching and other staff, enabling them to maximize their effectiveness in carrying out their learner-support and advisory/guidance activities.
- To develop the highest level of professional standards to ensure delivery of a high quality, professionally recognized, cost-effective counselling and psychological services to students.

Typical activities

- Engaging in brief individual counselling and psychotherapy, crisis intervention, couples counselling, psycho-educational seminars/workshops group delivered psychotherapy and referral as needed.
- Providing flexible intake procedures so that walk-in clients are able to receive appropriate support as soon as possible and with attention to urgency of need.
- Providing clear information for student clients, outlining confidentiality and privacy protection, including relevant legislation, acknowledged boundaries around professional relationships, privacy protection for data collected by the service, and other information relevant to the service's commitment to privacy and confidentiality.
- Providing an appropriate referral process for students to various other professionals or institutional staff.
- Operating, if appropriate (given the number of students enrolled at the institution), a confidential, after-hours telephone help-line/referral service to assist students in crisis when no face-to-face counselling is available.
- Providing outreach services to traditional and underserved student populations, including efforts to assist them to cope with personal developmental, university adjustment and other situational issues as relevant for the individual campus/institution.
- Selectively employing therapeutic modalities and/or psycho-educational programmes in combination for individualized treatment programmes for student clients.
- Conducting group-focused counselling programmes on themes common to student cohorts.
- Providing developmental, remedial and prevention-focused workshops throughout the academic year in response to student needs. Themes covered might include: skills and understanding for transition from culture to culture; assertiveness training; stress management; managing anxiety in relation to academic performance; overcoming procrastination; time and task management; and support for mature age entrants/adults returning to university learning.
- Offering counselling and specialized workshops for multicultural students and international students.

- Offering unique counselling and support to gay, lesbian, bisexual and transgender students, and specialized efforts for female and male students.
- Participating in student induction, orientation and welcome programmes.
- Offering programmes for the promotion of a healthier campus environment.
- Offering communication and if necessary advocacy on behalf of students who receive counselling in relation to extenuating circumstances that may have an adverse effect on study and assessment/exam results.
- Providing liaison and consultancy to tutors and others concerned about a particular student's personal or academic situation.
- Providing a relevant programme of professional development workshops, conferences and activities for counselling staff and, with reference to best practice in providing support for students, offer workshops and seminars to student services colleagues and academic staff.
- Contributing to institutional, faculty and departmental planning, policy and development through participation in university committees and workgroups.
- Providing feedback to faculty/staff on factors that promote or hinder learning in their relevant student cohorts.
- Monitoring and evaluating the work of the counselling service through identified quality assurance systems and client-focused research.
- Providing support and counselling services via information technology including web-based psycho-educational materials, online counselling and peer support.
- Providing training placements and internships for trainees in graduate degree programmes and other mental health or appropriate professionals in training or seeking licensure.
- Providing regular appropriate and professional supervision/consultative support for the counsellors and providing professional best practice regarding supervision available to the team for psychiatric consultancy support from a senior consultant psychiatrist or senior psychologist (as appropriate).

Dining/food services

Rudolf Poertner

Catering services are of particular importance to universities. Students should be able to cater for themselves in a healthy manner that is cheap as well as quick. The fact that such services are provided at universities means that students will have more time to concentrate on their studies.

The range of services available varies. Usually lunch is offered, with a choice of cold and warm drinks as well as small dishes. Often students can have breakfast as well as supper on campus.

The foods and drinks offered should be impeccable in nutrition-physiological terms - with regard both to age and lifestyle of students. Equally, distribution of foods and drinks should be organized optimally and well adapted to students' time schedules. Frequently, by means of indirect student support, some countries may subsidize campus food services.

Partially subsidizing is financed by special fees to be paid by all students, not merely by those actually benefiting from the dining services. Food services are operated by the universities or by special public institutions, unless they were given in commission by the universities to private companies. Campus catering centres also provide an opportunity for student employment, thus giving the opportunity to contribute to financing their studies.

Purpose/function

- To provide a well-balanced package of catering services for students living on campus or in the community.
- To provide various forms of food service for other members of the campus community, e.g., faculty, staff and alumni, and their guests.
- To provide food service options, e.g., snacks, beverages and carry-out items.
- To provide clean, safe, quiet and efficient facilities.
- To assure that international aspects are equally included in the package of catering offers.
- To assure that catering services are offered at all times appropriate for students, i.e. also in the evenings and during weekends.

- To provide the delivery of food services of all kinds at convenient times and places (catering service).
- To take into consideration the nutritional value of the foods being served and to provide the customer with quality nutritional and consumer information.
- To see to it that environmental protection criteria (such as energy consumption, bio-foods and protection of species), as well as aspects of social responsibility, are respected during operation.
- To provide quality food service at a reasonable price.
- To make sure that a satisfactory solution, from a business point of view and costs, is found by means of self-management and outsourcing.

Typical activities

- Serving a regular daily meal service for students.
- Serving snacks, beverages and other food items.
- Providing catering for the university, for students and for other members of the university.
- Organizing international weeks, often with the participation of international students.
- Teaching students and other customers about nutrition and food preparation.
- Involving students in the decision-making process about food service, e.g., menu selection, placement of food containers, types of beverages, hours of operation and presentation of food.
- Developing food service budgets and expenditure records.
- Hiring, training and evaluating student (and regular) employees.
- Evaluating all food services with input from students and other customers.

Disability services

Kenneth J. Osfield and Reynol Junco

It has been estimated that there are approximately 600 million people worldwide with disabilities.¹¹ As a civilization we have been slow to provide the necessary supports to

¹¹ United Nations statistics, from EnableLink
<http://www.enablelink.org/international.html?showinternational=1>

people with disability and it was not until the Declaration of the International Year of the Disabled in 1981 that recognition came to one of the largest special interest groups in the world. Some disability legislation precedes the 1980s; however, the majority of disability legislation around the globe was enacted between 1980 and 2008. From 1990 to 2005 more than 45 countries enacted disability discrimination laws in an effort to ensure fair and equal treatment (Sygall and Scheib, 2005).

College and university campuses are no different in their treatment of people with disabilities. Disability services are relatively new to college campuses. Students with disabilities across the globe can feel reassured that they have more opportunities today to attend college and have access to programmes, services and activities sponsored by universities and colleges. The procedures vary from campus to campus and country to country. Overall the following functions and activities are typical today on many campuses around the globe.

Purpose/functions

- To provide direct one-to-one assistance to every student with a disability.
- Act as an advocate for people with disabilities and work to ensure that laws are followed and appropriate access is provided to all programmes, services and activities sponsored by the institution.
- To conduct informational programmes aimed at students who may not be aware of their disabilities.
- To support student with undiagnosed disabilities by referring them to appropriate medical or psychological professionals.
- To provide appropriate assistance and opportunities for students with disabilities so that they are able to compete equally with their peers in the academic environment.
- To assist students in gaining access to all programmes, services and activities sponsored by the university.
- To advise and assist students with acquiring classroom and other accommodations in order to have equal access to academic programmes and other services on campus.
- To provide a central point on campus where facility/programme access and other issues can be addressed and appropriate resources can be secured.

- To ensure that appropriate resources are available.
- To support university faculty and staff in providing accommodations for students.
- Assist the university or college in reviewing campus policies and procedures to ensure that the policies and procedures are compliant with local government legislation, state legislation and country specific legislation.
- Provide periodic reviews of facilities, programmes and services sponsored by the college or university to ensure that continued efforts are being made to provide a barrier-free campus.
- Act as the central liaison between university and college administration, and faculty.
- To assist and support students in the transition from home to college and college to work, allowing them to become independent and to develop lifelong strategies for independent management of their disabilities and lifestyle as they enter the work force.

Typical activities

- Serving as the official institutional agency office and/or as a mediator that assists students in acquiring classroom and other accommodations, as necessary.
- Working as mediator when issues of access arise.
- Working with the institution to ensure that students with disabilities have equal access to all areas, including libraries, food service, computer labs and other areas.
- Informing and making the campus community aware of the need to include people with disabilities in all programmes, services and activities.
- Conducting informational programmes aimed at students who may not be aware of their disabilities.
- Developing education programmes to inform faculty and administrators about what is required by state- and country-wide disability access legislation.
- Arranging for interpreters/signers for students who are deaf.
- Arranging for note-takers, volunteers, books-on-tape and readers.
- Arranging for accommodations for test-taking (such as extended time for testing).

- Assisting students in acquiring alternative formats of classroom materials (Braille, audio textbooks and large-print text).
- Providing individual counselling and assistance to students with disabilities from matriculation through graduation.
- Acquiring the necessary funding to support the office in order to provide the appropriate classroom accommodations and facility upgrades.
- Providing leadership in assessing existing facilities and any new building development and design to determine compliance with accessibility criteria and standards set by government units and the institution.

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Discipline/conduct standards

Randall B. Ludeman

Significant changes in the enforcement of student behavioural expectations on college campuses have occurred over the past 300 years (Smith, 1994). From the early practices of 'flogging' and 'cuffing', to the more current practices of due process and fair and objective hearings, student judicial systems have undergone transformations related to the adjudication of student misconduct (Smith, 1994). As stated by Dannells:

Perhaps no other single subject so dramatically reflects our attitudes about students and how we define our duty and our relationship with them. From the earliest dissatisfaction with pious and moralistic paternalism in the colonial colleges, to recent controversies over hate speech and First Amendment rights, student behaviour and institutional response have vexed faculty and administrators with a set of issues both fundamental and timely. (1997, p. iii).

More recently, colleges and universities have been challenged with complex issues such as student mental health, troubled and at-risk students, and campus violence, necessitating a new understanding of the responsibilities and role of judicial affairs in both student development and risk management. Collaboration with other campus and outside agencies in the adjudication of student misconduct has become prudent and necessary. While legislative initiatives have sought more accountability from colleges and universities related to safety, judicial affairs has become a focus of more broad attention. Our role as educators and providing students with developmental and learning opportunities must be balanced with our responsibilities to protect our campus communities. Judicial officers around the globe will benefit from knowledge and awareness of best principles and practices.

Purpose/functions

- To resolve any conflict in which a student is involved (student vs student, faculty vs student, staff vs student).
- To educate students and the community-at-large (including parents) on university policies and regulations, the behavioural expectations of students and the judicial process.
- To complement the efforts of, and collaborate with, other units or individuals such as faculty/staff, residential life, campus security and law enforcement in providing a safe environment that is conducive to learning and student development by consistently enforcing university policies and regulations.
- To help students use mediation or other alternative dispute resolution methods.
- To administer the disciplinary process in a manner that protects the due process rights of students while maintaining the integrity of the institution.
- To use student misconduct to educate students on critical issues such as tolerance, good citizenship, substance abuse and relationship violence.
- To provide opportunities through sanctioning that promote wellness, civility and student development.
- To educate students on current legal issues related to student conduct.

Typical activities

- Training all staff members responsible for the administration of the disciplinary process.
- Explaining the unit's role through new student/parent orientation programmes.

- Conducting education programmes for students in the residence halls and student organizations about the disciplinary process.
- Conducting education programmes for faculty and staff about the disciplinary process.
- Developing and disseminating written and electronic materials about the student code of conduct and conduct process (i.e., student, faculty and staff guides, handbooks, publications and websites).
- Sanctioning students responsible for misconduct through a trained university hearing board comprised of students, faculty and/or staff or through appropriate administrative hearings.
- Advising students regarding their rights and options in the disciplinary process.
- Administering a database that includes disposition and records of the involvement of students in disciplinary cases.
- Designing appropriate sanctions that promote harm reduction, learning and development, civility and safety.
- Holding students accountable for completing their educational sanctions and assigning additional sanctions to students that fail to complete them.
- Training all staff members involved in alternative dispute resolution programmes.
- Facilitating mediation sessions.
- Providing statistics on student judicial actions to appropriate entities.
- Administering all budgets involved in the implementation of judicial programmes.

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Financial aid/employment

Rudolf Poertner

In order to enable all students to pursue their studies in accordance with their interests and abilities, there should be a system of financing guaranteed by the State, that enables all students to finance their studies, regardless of their means or those of their parents. The level of expenses of a student varies from city to city, from country to country and from university to university, depending in part upon whether the institution is state supported or private.

Studies can be financed using the following basic sources:

- individual savings
- individual earnings
- means of the parents
- means of other persons
- stipends/subsidies provided by the State or by other institutions
- loans from the state or from other institutions
- reduction or remission of fees and charges
- student employment at the educational institution or otherwise

Existing systems of educational financing guarantee in different ways the funding on the basis of one, several, or all financial sources indicated above. There are systems that mainly consider parents to have primary responsibility for financing their child's studies and that accordingly have set their legal specifications in Civic Law.

Other regulations stipulate that study financing is mainly realized by means of a loan, to which all students are entitled; these loans are offered at a lower interest rate due to state financing. When it concerns study financing by the State, one can, generally speaking, distinguish between systems based on the family income and those which do not take this into consideration.

Usually, subsidies and loans, as well as contributions of the parents and student, are all taken into account in the regulations for financial aid. To a certain extent there are also stipends or other means of support granted only to particularly successful students.

In most cases, financial aid is assumed by the universities themselves or by other public institutions. The conditions set by the financing source in question can be either closely stipulated or they can give ample leeway to the education institution. In evaluating systems of financial aid, the social benefit law, in particular, and social law as such, are always to be taken into consideration. An isolated way of looking at regulations pertaining to studies may lead to misunderstandings.

Purpose/functions

- To help remove financial barriers for students of all strata of society and assist them in financing the costs of college attendance.
- To try to fill the gap that exists between the cost of attendance and funds available from the family, savings and other resources.
- To provide counselling and assistance in completing the financial aid application, evaluation and determination of need.
- To provide support services to students for summer/part-time employment.
- To conduct studies on the economic needs of students and the impact of financial aid on participation in higher education.
- To manage scholarship and other financial aid for students coming from the private sector and non-profit organizations.

Typical activities

- Providing counselling to students that determines the financial aid available to them including grants, loans, scholarships, work and fee remissions.
- Providing assistance to students and families in completing various financial aid applications and forms.
- Dealing with the applications on the basis of existing regulations and dispersing financial aid funds.
- Approving emergency loans to students with unusual/sudden needs.
- Assisting in collection of outstanding loans from students.
- Engaging in job development for student part-time and summer jobs, in cooperation with the Careers Service.

- Providing job listings for part-time and summer student employment, in cooperation with the Careers Service.
- Developing information and conducting workshops on financial management.

Health and wellness services

Sr. Antoinette P. Goosen

Health, a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity, is worldwide a fundamental human right (Alma-Ata, 1978). Health care also is and always will be an individual's right and not merely a privilege for a few.

The declaration of Alma-Ata of 1978 stated that by the year 2000 all people of the world should have access to primary health care (Alma-Ata, 1978).

The questions that we need to ask ourselves are how far have we come following this declaration and do all young adults at an institution for higher education have access to basic primary health care.

A close look at all higher education institutions around the world indicates that students' access may vary from first world modern resources to third world scarce underdeveloped resources. The challenge thus is to ensure that the future leaders of this world, accessing higher education institutions, have their health needs addressed in all possible ways, to ensure that they are successful in obtaining a further qualification and enter the working world well.

The **human immunodeficiency virus** (HIV) pandemic poses major challenges to higher education institutions in that it may not only impact the success rate of all institutions, but also on the very persons responsible for these young adults, namely all staff supporting learning in one way or another. A health care facility at any higher education institution has various roles to fulfil and must be one of the leading student affairs divisions in addressing all areas pertaining to the HIV and **acquired immunodeficiency syndrome** (AIDS) pandemic as it may impact on all areas of wellness.

The purposes, functions and activities listed below are aimed at ensuring the total health and well-being of all students.

Purpose/functions

- To promote and enhance the good health and well-being of students that support student academic success and enhances the quality of campus life.
- To offer quality effective and efficient on-campus primary health care services at little or no cost to all registered students.
- To provide on-site services for the early detection, management and/or referral of chronic or other life-threatening diseases.
- To provide on-campus comprehensive reproductive health care services.
- To offer one-on-one or group health information services.
- To promote and/or create awareness of various medical conditions, prevent diseases and maintain healthy lifestyles through various campaigns, workshops, talks and activities.
- To provide on-campus health crisis intervention, management of and referral as and when needed.
- To be an educational resource for students in need of health information to assist in their education programmes.
- To provide a learning and assessment environment for students studying in health-related fields.
- To provide health care relevant to a specific country or region to prevent outbreak of diseases.
- To promote community engagement and outreach programmes, and develop partnerships to benefit both the student population and the community at large.
- To address all aspects pertaining to the HIV and AIDS pandemic.
- To provide on-site services for students affected or infected by HIV and AIDS.
- To provide HIV and AIDS information services to assist students with behaviour change and decision-making.
- To provide patient advocacy services for those not able to fully take care of themselves, who are disabled in one way or another.
- To conduct or participate in relevant research, thus contributing to one of the core functions of higher education.

- To provide culturally sensitive health care when addressing health, well-being, advocacy, etc, issues.
- To provide nutrition programmes addressing malnourishment issues, meal supplements, health education and nutritional support services.
- To provide medical services for bursary- and grant-recipient students including pre-application medical screenings and annual medicals for continuity of bursaries.
- To provide surgical intervention for minor surgical needs.
- To provide the students with various options relating to alternative health and medical care issues that may be required culturally, religious or otherwise.
- To assist students with special medical needs or requirements.

Typical activities

- Daily examination and diagnosing of minor ailments, provision of treatment and/or referral as necessary for most general health care needs provided by various health care professionals.
- Daily or as needed blood tests and screening of patients suffering from chronic medical conditions such as diabetes, asthma, hypertension, etc.
- Provision of various speciality clinics, including dermatology, orthopaedics, ophthalmology, urology, sports injuries clinics, pre-employment medicals, etc.
- First-aid or medical interventions in case of any medical emergency through the provision of treatment and/or referral to off-campus medical facilities.
- Provision of women's and men's health clinics that provide birth control methods, cervical screening, general health screenings, sexuality problems and referrals as and when needed for management of identified problems.
- Early detection, diagnosis and treatment of sexually transmitted infections and tuberculosis.
- Provision of on-campus free voluntary counselling and testing for HIV.
- Provision of on-campus management of all persons testing positive for HIV in wellness clinics to maintain healthy positive lifestyles.
- Early detection, diagnosis and treatment of opportunistic infections.
- Staging of the disease in preparation for commencing antiretroviral (ARV) therapy.

- Provision of on-campus ARV therapy.
- Counselling and support prior to, during and following commencing of ARV therapy.
- Follow-up of all patients receiving ARV therapy, detection and minimizing of patient defaulting on treatment.
- Provision of prevention of mother-to-child transmission (PMTCT) services.
- Provision of on-and-off campus support groups for those infected and/or affected by HIV.
- Conducting awareness campaigns regarding various topics such as reproductive health, HIV, diabetes, asthma, epilepsy, etc.
- Conducting outreach programmes and learning opportunities for current and prospective students to create awareness pertaining to various health issues and needs.
- Conducting wellness weeks during which students can access free medical screenings, information sessions and counselling for various health concerns.
- Provision of alternative health care treatment options such as acupuncture, reflexology, *reiki*, aromatherapy, massages, etc.
- Provision of culturally and religiously sensitive health care pertaining to traditional healers, *Sangomas*, male circumcision, blood transfusions and others.
- Providing or arranging supplemental, affordable health insurance coverage for health care needs that cannot be obtained in the student health centre such as hospitalization, surgery and various specialized treatments.
- Providing on-campus isolation facilities for students residing in residences and suffering from uncomplicated contagious diseases.
- Providing immunization programmes for those students at risk of contracting illnesses due to their various study programmes or travel requirements e.g., hepatitis B, tetanus, yellow fever, etc.
- Identifying, organizing and providing meal packs, supplements, meal coupons, diet programmes and weight clubs for students with various nutritional needs, e.g., malnourishment, eating disorders, obesity problems, etc.
- Provision of on-campus medical screenings for the purpose of immigration and visa requirements, grants, loans, bursary applications or in high risk areas during epidemic outbreaks.

- Provision of medical certificates according to the institutional policies and procedures and/or special facilities or rooms if students require special care during examination times.
- Provision of after-hour emergency medical care facilities, transport or nursing care.

Reference and resources

Declaration of Alma-Ata, 12 September 1978.

<http://www.ub.bw/services>

<http://www.uniset.unisa.au>

<http://www.ecu.edu.au/student/student-health>

<http://studentservices.cqu.edu.au/health>

Housing/accommodations/residence life

Edward C. Hull

Thousands of colleges and universities worldwide provide housing for students. Some have been doing this for centuries while some are only now considering moving in this direction. Perhaps a million or more staff members and faculty are engaged in delivering residential programmes that seek to link the academic and out-of-class lives of students in ways that enrich the university experience. Residential programmes represent a significant aspect of collegiate life and carry with them significant opportunities and obligations.

While the 'Oxbridge' model of residential colleges served for many decades, even centuries, as the desired residential model, it has not been the ideal for many (even most) universities around the world. There are now many models that exist and there is no consensus about which one is the best. *The best model for a given institution is the one that best meets its own needs and expectations.*

There are, however, common threads that exist in most housing models, including

- Considering the residential experience as an extension of the academic mission;
- Support for the personal development of students; and,
- Facilities that support the purposes for which they are intended.

There generally are four functional/organizational components that frame comprehensive residential programmes:

- Residential life
- Facilities planning and operations
- Business and financial operations
- Housing assignments and records management

The following offers suggestions regarding best practices to be considered when developing or reviewing a residence life and housing programme. It offers a lens through which to examine the many interdependent issues that, together, create a residential programme that can serve students and institutions well. This section seeks to be as general as possible in order to encourage interpretation in the context of individual institutions around the world.

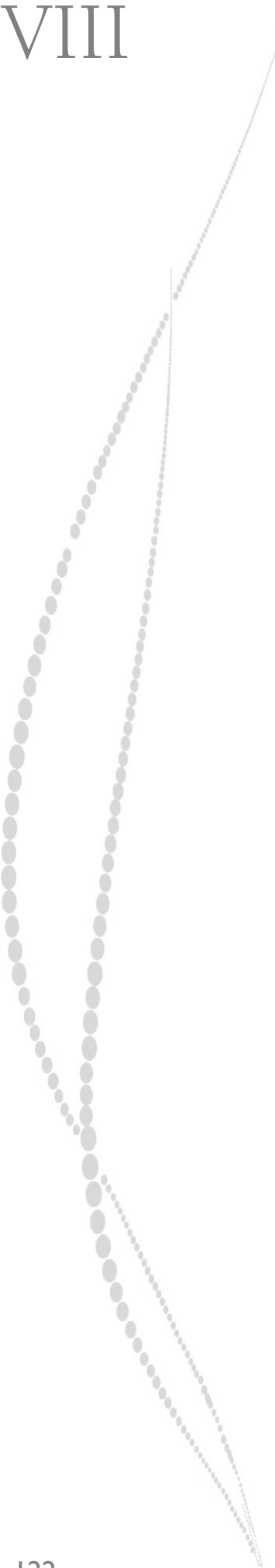
Purpose/functions

- To align the campus residential experience with the academic mission, goals and objectives of the institution.
- To support the personal development of students and the development of respectful, inclusive residential communities.
- To provide students with opportunities for shared governance of residences and residential communities.
- To provide residential facilities that are designed to support the residential programme.
- To provide residential facilities and grounds that are reasonably safe and secure.
- To protect the institution's financial investment in its residential facilities.
- To demonstrate commitment to sustainability and environmentally appropriate practices.

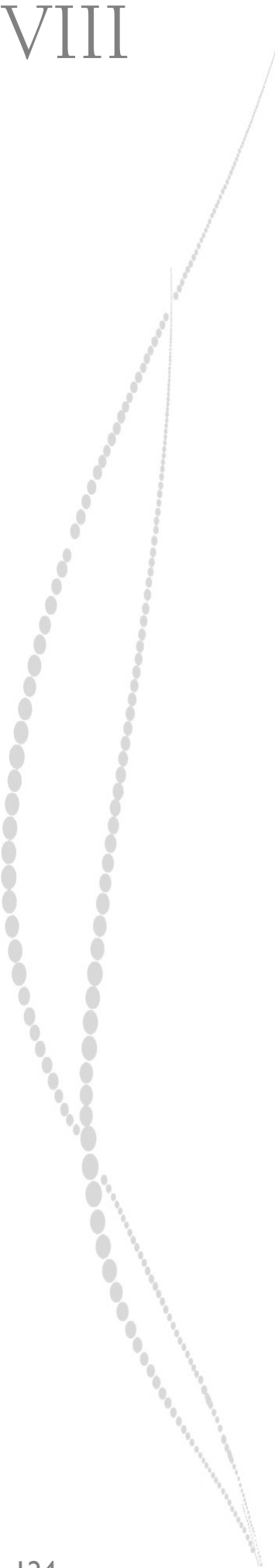
- To manage financial and human resources in an effective and efficient manner.
- To select and train staff members and student leaders able to implement the residential model.
- To provide effective response to emergency and crisis situations.
- " To provide and utilize technologies and applications that support student needs and business operations.
- To communicate important information to affected parties in a timely and effective manner.
- To evaluate the degree to which the residential programme is achieving its goals and objectives.

Typical activities

- As they relate to planning:
- Develop and implement a strategic plan that reflects and responds to institutional values, goals and objectives.
- Establish operational priorities and allocate resources in ways that respond to this plan.
- Recognize the ways this plan depends on other sources for success; obtain institutional support and commitments from interdependent units to assure attainment of goals and objectives.
- Use this plan as a basis for evaluating the performance of the programme.
- As they relate to residential life:
- Develop a residential programme that responds to institutional expectations for the student experience, including but not limited to:
 - Programming
 - Developing and implementing programming emphases.
 - Community
 - Establishing environments that value and actively promote self- and group-responsibility and accountability, a sense of belonging by all students.
 - Citizenship

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- Learning what it means to be a positive, contributing member of the various local, career and global communities to which a student will belong.
 - Establishing standards/codes of conduct that frame expectations for acceptable individual and group behaviour.
 - Promoting civic engagement and service to the community.
 - Learning
 - Assuring that residential environments provide conditions for adequate study and sleep.
 - Engaging faculty in meaningful dialogue and activities with students.
 - Enhancing the cultural competency of students and staff members.
 - Enhancing environmental literacy, including a commitment to sustainability practices (including recycling efforts).
 - Providing meaningful exposure to and engagement in discourse about contemporary and provocative topics.
 - Enhancing the student's sense of self and world view.
 - Facilitating tutoring and related academic supports.
 - Shared governance with students
 - Engaging students in the evaluation of residential communities.
 - Involving students in the adjudication of student conduct issues.
 - Providing advising to student governing groups and to student organizations.
 - Establishing student advisory boards to provide important perspectives for programme decisions.
 - Life skills
 - Promoting a wellness lifestyle.
 - Teaching constructive approaches to conflict resolution (e.g., resolving roommate conflicts).
 - As they relate to facilities planning and operations:
 - Develop programme statements that articulate the primary residential uses and services for which a facility is intended and design/renovate facilities accordingly.

- Implement building access systems that control who has access to residences.
- Conduct safety and security audits to determine possible institutional risk and develop appropriate physical and policy responses.
- Ensure that facilities will adequately accommodate students and staff members with disabilities.
- Utilize residential facilities as an institutional resource, e.g., allocate space for instruction in order to enhance relationships with faculty and academic affairs.
- Establish and monitor standards for quality, cost, and timeliness of repair and maintenance.
- Establish and ensure achievement of standards for pre-occupancy facility preparation and for ongoing housekeeping services.
- Develop and implement a comprehensive preventive maintenance programme and monitor to assure it is performed as prescribed.
- Establish and implement cyclical replacement programmes for furnishings, fixtures and equipment.
- Engage students and residential staff in the selection of furnishings and fixtures.
- Incorporate sustainability products, practices and strategies into facility design and/or renovation.
- Design and maintain adjacent exterior spaces as extensions of the living environment.
- Conduct facilities audits to determine levels of deferred maintenance.
- As they relate to business and financial operations:
 - To the extent possible, develop needs-based annual budgets.
 - Fund reserves at levels that protect the institution's investment in its residential facilities; i.e., limit the amount of deferred maintenance/building renewal challenges.
 - As a general rule, annual contributions should equal approximately 1.9 per cent to 2.1 per cent of each building's replacement value.
 - Assure that financial transactions and related reporting comply with applicable accounting principles and practices.

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- Conduct regular operational audits and utilize results to make changes, as required.
 - In the case of third-party (privatized) housing relationships, ensure that institutional needs are contractually assured and achieved.
 - Provide housing for conferences and similar uses during non-academic periods to provide income that can reduce the cost of housing for academic year students.
 - As they relate to housing assignments and records management:
 - Utilize housing contracts/license agreements/leases that clearly articulate the respective rights and responsibilities of students and the institution.
 - Provide copies of these agreements in the native language of student residents to better assure full understanding of its terms.
 - Implement policies and practices that safeguard privacy rights of students.
 - Develop and implement housing assignment policies and practices that are equitable, reflect institutional values and are consistent with prevailing laws.
 - To the extent possible, provide housing assignment options that respond positively to the cultural/religious obligations of students.
 - Maintain student records in accordance to prevailing laws and institutional policies.
 - Provide housing options that respond to a variety of student interests and lifestyles.
 - Engage students in determining discretionary policies and practices related to types and placement of residential communities.
 - As they relate to communications and marketing:
 - Develop and implement a comprehensive communications plan.
 - Utilize a variety of electronic and print media for sharing important information.
 - Assure messages are consistent with messages issued by the institution.
 - Assure information available on the programme website is current and accurate.
 - Identify important stakeholders and ensure they are kept informed about issues that affect them.

- Utilize language and communication strategies that best respond to intended audiences.
- As they relate to staffing:
 - Develop a staffing model that responds to the operational requirements of the programme.
 - Ensure that staff members understand the context in which their work is performed.
 - Develop a training programme that equips staff members with the knowledge, skills and resources required to successfully meet their responsibilities.
 - Ensure adequate cross training among staff members to maintain uninterrupted business activity.
 - Conduct regular assessments of staff member job performance and provide plans for improving performance, as needed.
 - Provide resources that encourage meaningful opportunities for professional development.
 - Provide instruction in conversational language skills for native languages of students living in residential communities.
 - Utilize and promote students as influential peer and campus leaders.
- As they relate to emergency/crisis management:
 - Develop an emergency preparedness/crisis management plan for campus residences and affected populations. Circumstances to address include:
 - Natural disaster/extreme weather - hurricane/typhoon, tornado/cyclone, earthquake, flood, snow/ice storm, drought
 - Disease - quarantine/isolation
 - Fire
 - Violence/riots
 - Acts of terrorism
 - Extended disruption of basic services - utilities, water, food
 - Include a business interruption plan as part of this planning effort.
 - Ensure that effective communications can be implemented according to the circumstances.

- Have agreements in place that will ensure adequate access to services, equipment and supplies if needed.
- Ensure that staff members are sufficiently trained and ready to respond if needed.
- As they relate to assessment:
 - Develop and implement an annual assessment plan.
 - Establish measurable performance and learning outcomes.
 - Utilize a variety of quantitative and qualitative measures to evaluate the programme.
 - Use assessment results to demonstrate the impacts of the residential experience and to inform operational decisions.
 - Engage external reviews to provide an objective view of programme performance.

Resources

Rather than provide a bibliography of material that can quickly become outdated or marginally helpful, it may prove more useful to provide contact information for related professional associations that can provide information and resources specific to an enquiry or interest. The following is a sampling of associations around the globe.

International

- Association of College and University Housing Services - International (ACUHO-I), www.acuho-i.org

Regional

- Australasian Association of College and University Housing Officers (AACUHO), www.aacuho.edu.au
- Deutsches Studentenwerk (Germany), www.studentenwerk.de
- New Zealand Association of Tertiary Accommodation Professionals (NZTEAP) c/o Bruce Cowan, NZTEAP President, master@salmondhall.ac.nz
- Ontario Association of College and University Housing Officers (OACUHO), Canada, www.oacuho.com/home.htm

- Qatar Foundation, www.qf.org.qa
- Residence Life Professional Association, Canada, www.rlpa.ca/index.htm
- South African Association (information) c/o Eric Sebokedi, Tshwane University of Technology, sebokediees@tut.ac.za
- United States, ACUHO-I website: www.acuho-i.org.edu

International programmes/student mobility services management

Gary M. Rhodes and Jodi Ebner

Student flows between countries in higher education continue to increase each year. In 2006, UNESCO estimated that over 2.5 million students were being educated at the tertiary level in countries other than their homes, up from an estimated 1.7 million in 2000 (*Global Education Digest*, 2006). A report from IDP Education Australia predicted that by 2025, almost eight million students will be educated transnationally (Bohm et al., 2002).

The Institute for International Education (IIE) Atlas of International Student Mobility provides data on country of origin and destinations for students who pursue education outside their home country each year.

Students move from country to country in different ways. As interactions continue to increase between the citizens of countries around the world, the movement of students has been shown to be one important way to enhance learning about countries and cultures by students around the world. For some students, studying in another country may be a way to ensure greater access to high quality higher education. For others, it may be a way to enhance learning in their field of study, while integrating language and culture learning. The amount of resources necessary to implement student mobility programmes varies by the type of programme provided for students. There are many different models currently in place.

Many students leave their home country to earn an undergraduate or graduate degree abroad fully integrated into the other campus. Some may earn a dual degree where part of their studies are completed in one country at one campus and the

other in another country at another campus, earning a degree from both. Students may also spend a year, a semester, a summer or even a few weeks abroad, earning credit at their home campus. These programmes may involve placing students in a university in another country; however, there are other models as well. These programmes could be housed in an international campus of the home university, led by faculty from a home campus travelling with students, supported by a provider of programmes for international students where a student could study through a home university relationship or independently. Students may also go abroad for work, an internship, service learning or even personal travel and, if their home campus provides a mechanism for earning credit, it can then be part of their home campus degree.

Support services range from a student moving independently abroad, where the home country responsibilities for support are minimal, to a programme organized and implemented by the home campus abroad, requiring significant specialized infrastructure at home and abroad. On the receiving end, the student could be fully integrated into the international campus, receiving similar services to domestic students with an added orientation programme, visa support services and limited other special support. For some institutions, the support of international students could require a significant special infrastructure on the home campus, specialized staff for marketing and outreach, and specialized support services on the campus, including regional and country tour programmes to provide specialized support for international students. In some cases, international students' income may provide important financial support for a college or university and these specialized services may interest international students to study there as much as the campus curriculum.

Recognizing this range of support services, the following functions and activities provide a range of services that may be available, depending on the type of student mobility programmes being supported on the sending and receiving sides.

Purpose/functions

- To connect and integrate student mobility programmes to the home institution's mission, goals, policies and other programmes.
- To gain support from the university community about student mobility programmes through cultural activities on campus and issues related to the benefits of international education.

- To encourage interaction among international and domestic students on campus.
- To advertise and promote the campus study abroad/international programmes office.
- To increase student awareness of the new culture and cultural diversity issues.
- To design and implement useful, high-quality experiences abroad.
- To assist students in the selection of a good study abroad programme match.
- To encourage students from under-represented groups to participate in study abroad.
- To assist students when obtaining passports and visas.
- To help students understand their own personal and cultural identity before they study abroad to aid them in the adjustment phase of their cross-cultural experience.
- To regularly assess student learning and satisfaction in study abroad programmes.
- To serve as the liaison between the sending university and receiving university.
- To design pre-departure and re-entry activities that help develop adjustment skills and intercultural understanding.
- To prepare students to live in a multicultural society.
- To encourage students to research the country they will be studying in about culture, language, laws, health and security.
- To ensure that students will have an arrival orientation with a local resident to acquaint them with the new culture, laws, safety issues and programme policies.
- To assist students in the re-entry process through reflection, incorporating their international experiences into their home life and identifying ways to integrate their international experience into their career.
- To create awareness of health and safety issues while abroad.
- To develop partnerships with individuals and organizations on- and off-campus that can help with the many aspects of health-care advising for students going abroad.
- To encourage students to take responsibility for their own health and safety while abroad, including alcohol and drug abuse, epidemic diseases and consequences of changes in routine that a traveller might encounter.
- To remind students the level of their personal responsibility each of them must assume for their individual safety and security.

- To have participants acknowledge risks involved in studying abroad by giving them informed consent in waivers, releases and participation agreements.
- To compile contact information of the home country consulates and embassies, local resource people, medical providers and other emergency response information.
- To develop a communication plan to be used in emergencies and sudden change in circumstances at the programme site.
- To develop an emergency response team at both the sending and the home institutions, and have them be complimentary.

Typical activities

- Participate in study abroad fairs to introduce students to a variety of study abroad options.
- Work with educational leaders to develop recruiting programmes for potential students.
- Visit sites where their students currently study, as well as locations where students would like to study.
- Assist students in securing passports, visas and proper immigration documents prior to departure.
- In order to ensure a smooth process for students to obtain visas, establish a professional relationship with the foreign embassy or consulate serving the state or region.
- Include clear instructions, embassy and consulate Web sites, and tips for visa applications when sending students application and post-acceptance programme materials and consulate-specific visa letters. Incorporate information about country-specific visa timelines.
- Advise students that some countries have additional requirements that must be met before submitting a visa application, including national criminal background checks and medical evaluations.
- Plan orientation programmes and include other departments on campus about safety issues, transportation, housing concerns, students' health and social and personal growth, and help students get the most out of the cultural experience.

- Provide pre-departure orientation to deepen students' cultural skills.
- Programme orientation should cover personal safety and security issues, health and medical issues, and cross-cultural adjustment.
- Educate students about cross-cultural adjustment skills such as adaptability and the concept of culture shock including the common signs and symptoms of culture shock and re-entry culture shock.
- Provide students with contact information on local and national student travel resources.
- Prepare students to understand the technology as part of the local culture.
- Address the topic of student expectations, which sometimes are unrealistic.
- Incorporate all of the practical pre-departure, while abroad and re-entry details into a handbook so that students will have the information in writing for future reference.
- Provide information and encouragement to students who are considering study abroad.
- Serve as a general advisor for study abroad students.
- Assist students in the transition to live and learn in an international setting.
- Review each student's overall objectives and how study abroad fits into his or her long-term personal, professional and academic goals.
- Provide individual and group discussions on issues facing students studying abroad.
- Organize living arrangements and activities for study abroad students.
- Evaluate the financial situation of study abroad students and assist them to meet their financial requirements and needs for study in the host country.
- Discuss credit transfers and differences in academic requirement between the home school and the abroad school for students to receive credit.
- Provide the host institution with required student documentation.
- Encourage students to learn about the common dating practices and sexual norms of their host country through reading, orientation meetings and programme alumni.
- Encourage students who identify as gay, lesbian, bisexual or transgender to identify supportive organizations at their host institution and/or in the overseas

community before they leave home to reduce their sense of isolation while abroad.

- Work closely with faculty and staff in various departmental programmes related to area and language study. In some cases, advisers can hold joint information sessions with a department to encourage study abroad students to major and/or minor in these areas and vice versa.
- Help students anticipate and plan for the re-entry process by providing them with resources and options to consider.
- Research and report findings related to the experience of study abroad students and increase awareness of significant issues.
- Gather feedback from returned students to improve study abroad programme quality.
- Collaborate to conduct interviews or focus groups with students when they return from study abroad to become better informed about the issues that arose and what worked well for the students.
- Organize re-entry activities that give the students who have studied in non-traditional locations the opportunity to talk about their experiences and connect with other units on campus.
- Research additional opportunities for students to integrate their experiences after their return.
- Collect information about current health and safety risks around the world.
- Provide emergency support to students who are currently studying abroad.
- Make certain that on-site orientation will include information about what to do regarding emergencies, general travel safety, crime and security.
- Conduct inquiries regarding the potential health, safety and security risks of the local environment of the programme, including programme-sponsored accommodation, events, excursions and other activities, prior to the programme. Monitor possible changes in country conditions.
- Develop an entire set of procedures including thorough and up-to-date information on health and safety issues as well as carefully checked lists of health care and emergency contacts in the programme region students will be studying in.
- Train programme directors and staff on health and safety issues in regards to first aid, emergency response, student support, and student physical and mental stress.

- Address policies surrounding issues such as alcohol and other drug use and sexual misconduct, and how such behaviour affects student health, safety and academic progress while abroad.
- Strongly suggest to students that travelling within areas of unrest, political rallies, etc. are not recommended and can put their safety at risk.
- If a crisis occurs where students from the home campus are studying, verify those students/staff/faculty are safe.
- Gather as much factual information as possible so you are prepared when talking to parents.
- Advise students/faculty/staff to monitor the media to keep up-to-date with the situation and follow any instructions issued by the local authorities.
- Arrange to have qualified medical personnel provide a health orientation to study abroad participants.
- Partner with campus mental health professionals to provide suggestions for students to manage cultural adjustment in a healthy manner and to determine when to ask for help.
- Train counselling services staff about study abroad programmes, customs regulations about importation of medication or mailing medication abroad, and the availability of medications and local infrastructure abroad.
- Discuss with students any health or mental issues that must be addressed for programme selection.
- Verify that each student has health insurance that is valid in the host country.
- Encourage the student while abroad to talk about feelings with others, keep a journal, and connect to others who have experienced culture shock.
- Help students find a balance between providing support for each other and encouraging them to form friendships with host country residents.
- Provide professional support for students who indicate a mental health condition. Have a mental health professional discuss with the student how he or she plans to manage mental health needs and medications while abroad
- If a student becomes depressed while abroad, help the student find treatment and encourage the student to stay in treatment.
- Sensitively offer support that connects the student to professional help before a problem reaches a crisis state or seriously derails the student's academic and career plans.

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International student services

Patricia Powell Willer

The mobility of students across countries for the purpose of undergraduate and graduate study has increased dramatically in recent years. UNESCO estimates that the number of students studying internationally grew by 41 per cent from 1.75 million in 1999 to 2.5 million in 2004. While eight countries (Australia, Canada, China, France, Germany, Japan, United Kingdom and United States) hosted 75 per cent of the world's international students, there are indications that the future holds greater diversity of destinations for education. These indicators include the increased mobility of European students as a result of the Bologna Accord, the increase of participation in study abroad in the United States, the development of higher education institutions in the Middle East and the expansion of international education in Asia.

Variations exist across countries in how services to support international students are designed and delivered. However, the trend is toward increasing levels of support for international students and there are existing models for service delivery that may be helpful as mobility of students continues to expand.

Purpose/functions

- To provide pre-departure information and documents necessary to secure passports and visas to students prior to international study.

- To assist international students in making arrangements for housing, consumer needs and registration for academic course work upon arrival on campus.
- To provide relevant information to international students about immigration regulations, local and national laws and college regulations.
- To assist students in complying with immigration regulations and other laws, while also complying with the legal responsibilities of schools who host international students.
- To provide guidance to students about cultural adjustment, personal concerns, financial issues, and academic policies and practices.
- To enrich campus life by promoting opportunities for international student involvement on campus, as well as opportunities for students to interact with domestic students and with members of the community.
- To educate campus and community members about the value of international education and the presence of international students on campus, and encourage programmes and activities that foster interaction.
- To manage college services and programmes for international students.
- To articulate to the campus the needs and special concerns of international students.
- To extend guidance and share expertise with others on campus related to international education trends, immigration regulations and campus services.
- To provide administrative support for the college's exchange activities and agreements.
- To collect information and perform effective assessment related to international student services.
- To aid in retention and satisfaction of students throughout their study.
- To provide guidance to students about opportunities and requirements upon completion of their programmes of study.
- To assist international students in the event of emergencies.

Typical activities

- Communicate with prospective students prior to arrival about information needed to make study plans.

- Mail packets of information to students to assist in their planning.
- Collaborate with the college's admissions officials to admit international students.
- Issue documents needed by students for arranging for visas and passports.
- Identify housing options and assist students in making appropriate housing choices.
- Seek the assistance of other students, international and domestic, to assist new international students in adjusting to campus life.
- Deliver an orientation programme to assist students upon arrival on campus.
- Counsel students individually upon arrival and, as needed, throughout their study about cultural adjustment issues and personal concerns.
- Develop opportunities for international students to meet and interact with other students.
- Provide immigration-related information and guidance on an ongoing basis.
- Maintain knowledge of current immigration regulations affecting international students and effectively communicate that information to students.
- Develop cultural, social and educational support services.
- Maintain methods of communicating with international students on campus on an ongoing basis via newsletter, email and website.
- Provide information to international students about financial assistance and employment opportunities, as well as guidance on tax requirements.
- Advise faculty and staff on campus about international issues and regulations.
- Promote student organizations and activities that foster culture sharing and interaction among students.
- Encourage interaction with the community through the use of community host programmes, international guest speakers, cultural events and similar activities.
- Develop educational programmes for students, faculty and staff that encourage understanding of cross-cultural issues.
- Inform students about health care services, including availability, types of services and costs related to health care.
- Articulate the needs of international students and the importance of international education to others.

- Conduct assessment and research related to international students and share that information.
- Develop protocols for managing international student emergencies.
- Assist students in leaving the campus upon completion of their programmes of study.
- Maintain communication with international alumni.

Resources

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Leadership education, development, training and support

Johann van der Watt

Student leadership should be an integral part of an institution's educational mission. By introducing multiple delivery methods and contexts, leadership education, development and training could become part of an integrated student affairs learning strategy, as described in the example here.

- Entry level: Students are introduced to campus life through purposeful orientation and recreational activities. These activities are designed to invite students to become involved in meaningful campus life activities during their stay on campus.
- Participation level: Students are encouraged and professionally supported to actively take part in and contribute to the activities of student organizations, clubs, societies, structures and residential life as well as student leadership programmes.
- Training level: Leadership education and training programmes are presented from an entrance level (emerging leaders) through a mentorship and instructor's

level (peer group leaders) to a support level (where students actively support and contribute to the training of other students through rendering a service in a student leadership resource facility).

- Mentoring and professional level: Students with a proven track record as student officers or elected leaders are selected for accredited training to serve as mentors, instructors, programme facilitators and programme directors. At this level, experiential mentoring as ropes-course instructors, adventure-training facilitators, project leaders, student newspaper editors and international student leadership camp facilitators, as well as formal assistantships in the student affairs resource centre environment, is the main development thrust.

Purpose/functions

- Providing students with opportunities to develop and enhance a personal understanding of the process of leadership that includes understanding of self, others and society.
- Engage students in the leadership process in increasing levels of participation, interaction, quality and quantity.
- To assist students to relate insights to the practical real-life applications of the leadership process.
- Underlining learning and development outcomes such as intellectual growth, enhanced self-esteem, effective communication, clarification of values, meaningful interpersonal relations, realistic self-appraisal, collaboration, appreciation of diversity, spiritual awareness and social responsibility.
- To develop programmes and learning communities through which students will experience real life challenges in a safe seamless learning environment.
- Ensuring that leadership services and programmes are intentional, coherent, based on theories of learning and human development, reflective of developmental and demographic profiles of the student population, and responsive to the needs of the institution, communities and student populations.
- Offering advocacy and support on behalf of students in the student governance environment when extenuating circumstances may negatively influence their academic and personal circumstances.
- Offering feedback to elected student leaders on factors that may influence their leaning.

- Include leadership education elements that are designed to enhance knowledge and understanding of leadership theories, concepts and modules.
- Include leadership training that is designed to improve performance of individuals and groups to be able to translate the acquired skills to the immediate real-life situation.
- Include development activities leading to greater levels of leadership complexity, group interaction, and civil responsibility, cognitive and effective outcomes.
- Provide leadership resources, support services, consultation and advice to practitioners, students and faculty to assist in creating a culture of excellence and lifelong learning.
- Recognize and reward exemplary leadership behaviour.

Typical activities

Hierarchical leadership training (focus on student structures such as residence student staff, student government leaders, student judicial board members, clubs, societies, event teams, community service coordinators, etc.)

- Preparatory/orientation programmes such as the institutional culture, educational landscape, management hierarchies, policies and procedures.
- Capacity-building/Skills training including strategic programme of action planning, professional communication, governance, institutional management landscape, policies and procedures, event planning and programme management and assessment, financial and administrative matters, managing meetings, portfolio management, fund raising, marketing, reports, etc.
- Activity programming and calendar planning (time management).
- Focused development programme for individual student governance leaders/representatives.

Non-hierarchical leadership education and development (focus on campus-wide leadership education initiatives including emerging leaders, minorities, peer group leaders, instructors, student assistants and programme facilitators.)

- Emerging leaders development programme (could include different interest groups such as finesse/women's empowerment, performing arts, faculty focus, spiritual, religious, residence, culture, etc.).

- Peer-group development programme (follow-up programme for students who successfully participated in the emerging leaders programme. Education, collaboration and experiential focus).
- Diversity, citizenship, cultural exploration and multicultural programmes (focus on the first year experience).
- Accredited leadership education modules.
- Special focus programmes (advertised programmes including creativity and innovation, democracy, entrepreneurship, etc.).
- Facilitator training programmes, mentoring and train-the-trainer programmes (focus on ropes course and adventure instructors, student programme facilitators).
- Outreach programmes (special needs training).

Leadership resource centre

- Student leadership consulting (peer group service).
- Public speaking, debating, presentation preparation and meeting-lab.
- Interactive computer training facilities.
- Student radio station (managing the station as a community outreach initiative, empowerment topics, campus news, constituency newscasts, etc.).
- Skills training and experiential activities areas.
- Training kits, resource material, CD's, DVD's, computer games, self-assessment tools, books, articles, etc.
- Official information database (policies, staff, constitutions regulations, etc.).
- Database with training manuals, activity transcripts, training templates, CD's, DVD's, trainers and presenters data lists, etc.
- Computer and internet facilities (interactive training with possible outdoor centre, residence halls, faculty, other campuses, interest groups, etc.).
- Leadership training and development website, blog (managing interactive website).
- Films, DVDs, video sessions.

Outdoor leadership development and training centre (managed and facilitated by student affairs staff and students with an entrepreneurial enterprise focus.)

- Outdoor adventure, development training and team-building programmes.
- Education enterprise opportunity for student affairs staff, interns, peers and instructors.
- Community outreach and training opportunities.
- Diversity awareness training.
- Leadership retreats.
- Recreational activities.

Lesbian, gay, bisexual and transgender work in student affairs

Ronni Sanlo, Annie Cushman-Kosar, Joi Thailoan Ngo and Jude Tate

Lesbian, gay, bisexual, and transgender (LGBT) work within the context of Student Affairs in the United States and Canada is a fairly new but growing profession. The first office in the United States to serve lesbian and gay students opened in 1971 at the University in Michigan, but it would be nearly two decades before similar offices and centres opened at other institutions. NASPA and ACPA began addressing LGBT issues organizationally by the mid-1990s, and the Consortium of Higher Education LGBT Resource Professionals was founded in 1997 (Sanlo, Rankin and Schonberg, 2002).

In researching similar work at colleges and universities internationally, LGBT work in student affairs appears to be a phenomenon primarily of the United States and Canada. While there are LGBT student organizations at some international institutions, LGBT work at those institutions does not fall within the context of student affairs.

The World Wide Web was searched and individuals at higher education institutions outside of the United States and Canada were contacted to determine the availability and range of services for LGBT students. Most institutions generally lacked identifiable physical safe space and had neither paid staff nor institutional support, although a few found ways to address LGBT issues (such as homophobia) on campus. LGBT student organizations, student-initiated activities, and student leadership opportunities were found at such institutions as the University of Waikato and Otago University in New Zealand, Spain's Universitat Politècnica de Catalunya, many institutions in the United Kingdom, including the Aston University (Birmingham), Vrije Universiteit Brussel

(Brussels), Sat Yat-sen University (Guangzhou, China), London Metropolitan University and the American University of Paris.

Since official LGBT services do not exist at most universities beyond the United States and Canada, it is students who have discerned the need for services and then provided them for themselves. At such institutions as the University of Waikato (New Zealand) and Birmingham City University in the United Kingdom, LGBT students are selected to serve in student government on behalf of the LGBT student population. LGBT student unions are also utilized as umbrella organizations. The student unions tend to take on a greater range of services, such as advocating on behalf of students, advocating for safe learning environments and ensuring that LGBT needs are considered and met within the larger campus community.

Sexual orientation and gender identity are becoming viable courses of study at a handful of institutions. The Fudan University in Shanghai offered its first undergraduate course in lesbian and gay studies in 2005, and the annual Gender and Sexuality Conference occurs in India, but there are no student affairs/services or LGBT campus support beyond student organizing (Sivagami Subbaraman, personal email, 21 September 2007).

Human rights policies and laws regarding LGBT people are slowly changing. Although some countries (Islamic Republic of Iran, Mauritania, Nigeria, Saudi Arabia, Somalia, Sudan and Yemen) still invoke the death penalty for homosexuals, other places have decriminalized homosexuality, and some even permit same-sex marriage (Belgium, Canada, French Guyana, Israel, Netherlands, South Africa, Spain). In addition, the University of Waikato (New Zealand) has a strong anti-harassment policy and Sat Yat-sen University (China) approved a sexual orientation equality policy in 2006.

Regardless of advancing policies and academics, actual LGBT centres on university campuses - physical spaces for students with services, staff, and institutional support - are virtually non-existent outside of the United States and Canada. In addition to the 100-plus campuses in the United States that support LGBT offices or centres, it is important to recognize the Canadian institutions which also offer similar support: Wilfrid Laurier University, the University of Toronto, the University of British Columbia, Queen's University and the University of Regina. Institutional support is also offered at the University of Manchester (United Kingdom) and at the University of Western Cape in South Africa.

Student affairs divisions in colleges and universities in Canada and the United States have taken the lead to provide services, safe spaces and support for LGBT students. Given that Student Affairs professionals are change agents in higher education, national and international Student Affairs professional associations are urged to be more proactive about LGBT inclusivity on college campuses. By including LGBT concerns and expert staff in student affairs, such professionals fulfil the commitment as educators in higher education settings and the campus environment becomes more inclusive and enriched.

Purpose/functions

- Work collaboratively within student affairs to provide services for LGBT students.
- Provide a supported LGBT office with funding and staffing.
- Provide advocacy for LGBT students both on and off campus.
- Provide training and education regarding LGBT issues throughout campus.
- Provide a safe-space drop-in site for LGBT information, referral and support.
- Provide counselling and advising LGBT students regarding sexual orientation and gender identity.
- Help students develop holistically into well-rounded global citizens.
- Provide the needed advocacy, information, resources, education, outreach and inclusive spaces on campus.
- Serve as educational resources to inform the both individual LGBT students and the institution regarding issues for and about LGBT community.
- Serve as lifelines for students, staff, faculty, alumni/ae, parents and friends.

Typical activities

- Coordinate relationships between LGBT campus organizations and external LGBT academic, religious, social, political and cultural organizations.
- Initiate research and climate surveys regarding the campus environment.
- Advise LGBT student organizations.
- Provide collaborative programming and outreach through:
 - educational training, workshops, seminars, panels, etc.

- ally or safe-zone programme
- speaker's bureau
- peer education programme
- mentoring programme
- social and professional networking
- Offer support and advocacy for students and other campus constituents are the most important services that LGBT programmes provide. Such services include:
 - counselling services (if no full-time counsellor-in-residence, then referrals to LGBT friendly health care providers)
 - support for student organizations
 - leadership development for LGBT student leaders
 - secular, religious and multiple identity development education
 - conference opportunities
 - scholarship resources
 - advocacy
 - mediation
 - negotiation
 - conflict resolution
 - professional staff and funding
 - student and professional staff development
 - support groups (men's, women's, transgender, bi-sexuality, coming out, etc.)
- Recognize and celebrate the achievements of the LGBT campus community by providing the following:
 - Lavender Graduation ceremony
 - staff and faculty recognition
 - individual student achievement recognition
 - student organization achievement recognition
 - recognition of the history of the LGBT community
 - award ceremonies
 - pride parade participation

- Transgender Day of Remembrance
- Coming Out Day
- history week's or month's celebration
- Providing current and accurate information and resources is paramount to the safety and overall well-being of LGBT students and the general campus community. Information and resources acknowledge that students' experiences are part of the greater fabric of the LGBT community and global society in general. Services might include:
 - bias incident assistance
 - technology: website, electronic calendar, virtual support group, virtual peer education, computer lab (if possible)
 - safe and inclusive environment
 - community space
 - information/referrals
 - resource manual
 - collection of LGBT providers
 - library and/or archives
 - current publications (magazines, newspapers, etc.)
 - pamphlets
 - information about campus services, student organizations and campus events
 - information about health and safer sex including testing sites for HIV and sexually transmitted infections
 - Offer the tools necessary for continued success of LGBT centre. These tools include but are not limited to:
 - research including campus climate surveys, research concerning issues of importance to the LGBT community,
 - assessment, CAS standard review
 - learning outcomes, measurement of learning outcomes and current programmes
 - student leadership

- the centre itself
- committed professional staff
- relationship-building including academic, religious, social, cultural, and the campus and surrounding communities and other campuses
- visibility via advertising, logo, brochures
- fund-raising

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Multicultural/ethnic minority student services

Colette M. Taylor

Introduction

Anthony Giddens stated in his book, *Runaway World* (2000) that:

'The battleground for the twenty-first century will pit fundamentalism against cosmopolitan tolerance. In a globalising world, where information and images are routinely transmitted across the globe, we are all regularly in contact with others who think differently, and live differently than ourselves.'

Today's college students are more likely to be racially and ethnically diverse (Swaill, Redd and Pema, 2003). For example, according to the 2000 United States census, 39.1 per cent of people under 18 are people of colour (Asian; black; Hispanic, who may be of any race; or Native American), as compared with 28.02 per cent of people 18 and over (United States Department of Education, 2002). Student affairs should therefore play a vital role in diversifying colleges and universities, particularly supporting the growing number of multi-ethnic students attending these institutions.

Purpose/functions

- To foster and develop a climate that encourages and promotes the inclusion of all cultures into a unified, multidimensional society.
- To provide activities/policies that promote access to developmental, social, academic and recreational higher education programmes for qualified persons.
- To provide opportunities for multicultural students to develop the necessary skills for inclusion into the main culture.
- To provide training for key campus personnel, e.g., counsellors, faculty, student services workers, resident assistants, etc., regarding multicultural and diversity issues.
- To develop learning opportunities for the university community to appreciate its multi-ethnicity and diversity.

Typical activities

- Assessing multicultural student needs and developing key support systems.
- Developing specialized orientation activities, programmes and events that complement such institutional activities.
- Assisting multicultural students to assess their academic goals and skills, and providing programmes that enhance knowledge/skills for academic success.
- Providing opportunities for multicultural students to develop a deeper understanding and a better knowledge of their culture, heritage and history.
- Developing programmes and educational opportunities for the institutional community to develop a deeper understanding and appreciation of diversity.
- Identifying and offering appropriate multicultural mentors and role models.
- Supporting and encouraging a diverse curriculum.
- Developing programmes, activities and events that change prejudicial and stereotypical attitudes and/or behaviours.
- Developing programmes and opportunities to enhance multicultural student understanding and skills necessary for the exercise of leadership.
- Developing/administering assessment instruments for multicultural students to develop an understanding of their skills, interests and learning styles.
- Serving as an advocate for multicultural students in resolving issues including creating a safe environment on and off campus

- Providing advising, counselling and assistance for multicultural students.
- Providing programmes designed to enhance retention and graduation rates of multicultural students.

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New student programmes/student orientation

Mary Stuart Hunter, Bill Crome, Jim Elliott, Mohamed Ouakrime, Lydia Nyati-Ramahobo and Casey Stafford

Students matriculating to an institution of higher education enter a new environment and a new culture. Like other large organizations and systems (e.g., armed services and corporations) colleges and universities must assist newcomers to successfully transition and to achieve effective assimilation. The form that such transition programmes takes varies in scope, timing, process, and structure (e.g., welcome week activities, one- to several-day long programmes prior to enrolment, and term-length academic courses). A major strategic goal of orientation programmes of all types is to maximize the successful transition of new students into higher education so that they will persist on through to their degree attainment. It must be recognized that each institution has its own particular set of influences and that research-based initiatives are important in predicting needs and trends for the persistence of new students. Successful programmes enhance academic integration and advance positive student outcomes by improving the student experience and making the institution a better place to live and study. Thus, the ultimate goal is to yield long-term benefits for the individual, the institution and the world.

Purpose/functions

Transition

- Help students make a transition from secondary school to higher education environment (traditional age students) or from daily life and work to higher education (adult students), from life before university to life at the university.
- Ensure that admission and enrolment processes are clear, accessible, user friendly and as simple as possible. This includes efficient technologies providing twenty-four hours a day, seven days a week, access to enrolment and application information, financial services, procedures for adding and changing courses, and academic advice.
- Provide special services for international students who need further support in course selection than do domestic enrollees. Such students also need greater social integration with non-internationals during orientation.
- Build awareness of student support services in case difficulty is encountered (e.g., counselling, health clinic, recreation centre and career services).
- Provide opportunities for new students to ask questions and be supported in a friendly and comfortable peer group environment long after orientation is over.
- Create an environment that helps students move between their 'culture of origin' and the 'institutional culture' in a seamless manner. Enhance students' motivation for embracing the ideals of the institution.
- Assist students to adjust into university communities that are conducive for learning and comfortable on-campus living.
- Provide targeted support to new students from backgrounds where there are known risk factors (e.g., international students, students from low socio-economic backgrounds, students with disabilities, minorities, commuters, those who work full time off campus, mature students and first generation students).
- Offer career guidance services to first-year entering students throughout their first few weeks of classes. Career options may lead to greater academic integration and lower programme attrition rates.

Social integration

- Integrate students into the intellectual activities and social culture of the institution.

- Create a sense of belonging and pride as a member of the first-year class, as well as an affinity for the institution, and its unique values and culture.
- Provide an opportunity for students to know each other as members of a community that strives to make their environment safe and secure.
- Understand the changing student attitudes towards university life and create dialogue that allows the student to feel engaged, connected and supported.
- Provide skills and develop values that minimize the effects of the undesirable aspects of collegiate life (e.g., drugs, excessive drinking, gambling, vandalism, academic dishonesty and violent relationships).
- Provide students with opportunities to interact with faculty and staff in formal and non-formal settings (e.g., mentor relationships and advising).

Institutional resources and services

- Introduce students to the institution and its resources, services and policies.
- Develop the capacity to use information technologies inherent in successful university learning.
- Provide students with information needed to make informed decisions and choices about their personal lives and their social and academic behaviour.
- Promote attitudes and skills that will develop students' ability to make a choice of study field/career consistent with their interests and capacities.
- Help students develop life skills that will assist them in succeeding in their academic disciplines as well as in their personal growth and development.
- Provide information and support that will enhance academic achievement, reduce attrition rates in year one and yield higher completion rates over time.

Diversity/global awareness

- Recognize ethnic diversity in the institutional environment and create an appropriate climate that welcomes, accepts, respects and affirms the value of diversity through a proactive mentoring and orientation programme.
- Recognize that acculturation-based stress is more likely to increase in environments where students' cultural practices are deemed out of place, incompatible, lacking or valueless. Develop efforts to minimize stress.

- Raise students' awareness and involvement in global issues through the development of acceptance, tolerance and engagement of a diverse student body.
- Recognize the widening age difference of new students and the trend towards a more mature age population of students on campus.
- Foster the spirit of mutual understanding and self-reliance while developing compassion among students for one another.

Student success skills development

- Foster attitudes and skills necessary for university-level learning by encouraging students to reconsider their conceptions of what learning means.
- Help students develop adequate language skills appropriate to the language of instruction at the institution.
- Promote students' understanding of academic integrity.
- Cultivate confidence in the learner to overcome challenges and to develop as learners and leaders.
- Help students develop skills of soliciting help and eliciting feedback.
- Help students become better decision-makers.

Involvement and engagement

- Develop institutional values that support the view that the student experience involves engagement outside traditional academic commitments.
- Promote students' involvement in service and community learning.
- Create an interactive and fluid process between faculty, staff and students that in turn creates an empowering community of scholars.
- Improve student learning outcomes through involvement in academic learning communities, linked courses and cohort groups based on shared interests and ethnic, gender or religious ethos.
- Promote social integration through clubs, sporting activities and cultural organizations to encourage involvement and a sense of belonging within the institutional culture.

Typical activities

- Develop learning outcomes for programmatic activities.
- Plan events to meet the programme goals.
- Identify and secure facilities for implementing the programme.
- Identify and train student orientation leaders and peers' educators.
- Develop resource materials for programme.
- Advertise orientation programme and register those planning to attend.
- Welcome first-year students.
- Provide an appropriate series of events that encourages student involvement and allows the student to engage with the institution irrespective of employment, distance learning or lifestyle demands.
- Organize open visit days for potential new students (during their final year at secondary school), involving their teachers.
- Organize welcome events (e.g., Fresher's ball, convocation, first-year common reading programme).
- Organize events to meet needs of special micro-populations (e.g., international students, parents/partners, mature students and scholarship recipients)
- Provide upper level peer mentors for first-year students.
- Provide opportunities for students to meet students from other institutions (nationally and internationally).
- Register students for first-term classes.
- Develop learning communities and mentoring networks.
- Monitor student performance and operate a proactive early warning system. This may include use of text communication, social networking website capability and email technologies to monitor and engage with the student at various points of year that are determined to be times of the highest risk of withdrawal.
- Identify, recruit and train faculty/staff to effectively teach first-year students.
- Provide instructors' with training sessions/support/research on first-year students.
- Invite students to be part of a peer support learning community that encourages engagement, connectivity and support leading to student success.

- Plan extended orientation courses to explore student competencies, further orientation relationships with students and instructor, and develop a sense of personal goals and self-awareness.
- Carry out appropriate and comprehensive quantitative and qualitative assessment and evaluation of orientation and transition programmes, the results of which are used to continuously improve student learning and programmatic efforts.
- Collect, analyse and disseminate findings related to student attitudes and experiences beyond course and subject evaluation. 'A learning environment that respects students as individuals by acknowledging and helping them to achieve their goals and commitments, by celebrating their diversity, and by valuing their opinions is a learning environment that contributes to social and academic integration, to student-environment fit, and perhaps, to retention.' (Peterson et al., 1997).
- For Institutions currently without such programmes, the following is suggested:
- Raise awareness in institutions of higher education about the importance of the first-year transition.
- Organize dissemination activities for best practices in new student programmes.
- Use assessment and evaluation of orientation and transition programmes to enhance the process of dissemination of good practices.

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Parent programmes

Marjorie Savage

Although the discussion of parental involvement at the college level seems like a relatively new topic and is primarily associated with the family-oriented students of the Millennial Generation, parent associations and events date back at least to the 1920s. Parents have long been generous donors to funds that support student life, and Mothers Clubs and Dads Clubs have existed for more than 80 years. Parent events such as a Mothers Tea or a Fathers Football weekend were annual traditions at many colleges and universities until the 1970s when political correctness and the Family Educational Rights and Privacy Act (FERPA) led United States colleges and universities to re-evaluate their parent activities and abandon parent events on campus (Wartman and Savage, in press).

Family-college relations were minimal during the turbulent Viet Nam War era, but as early as 1984, parents were brought back into the picture with parent orientation programmes that identified a supportive role for families during their student's academic experience (Upcraft, 1984). Parent and family weekends regained popularity and communications on critical topics like alcohol and health issues brought parents into a partnership with colleges and universities to assist with students' well-being. In recent years, strategic parent programming with messages and involvement opportunities that promote institutional goals for student development have been established at public and private institutions, encompassing large, medium and small schools, and are now being considered at two-year institutions. (Wartman and

Savage, in press). Although parent services differ based on whether a parent or family programme is housed in a student affairs office, a fund-raising office, enrolment management, admissions or academic affairs, the functions and activities noted below are common to parent programmes.

Purpose/functions

- To advise parents on the unique concerns, challenges and opportunities facing today's college students, including academic and non-academic expectations.
- To provide information that helps parents understand the transition to college for the student and for the family.
- To assist parents in developing positive parenting skills that support their student's increasing maturity and independence.
- To inform parents about student services and explain how students can access services that support academic, personal and social success.
- To provide communications, social and informational programmes, and events for parents and family members.
- To provide a central point on campus for parents where their issues can be addressed and where appropriate assistance can be provided.
- To assist parents in understanding relevant administrative policies and procedures, the purposes of higher education, and the mission of the institution.
- To develop an affinity among parents for the college or university and establish a positive relationship that may yield financial donations for the institution.

Typical activities

- Providing a central contact person who can respond to parent questions, identify common and emerging concerns, and coordinate messages among campus offices.
- Conducting programmes and involvement opportunities such as parent orientation programmes, parents and family weekends, move-in events and other events unique to the college or university.
- Developing an active and current website targeted to parents and family members.

- Producing communications (print newsletters, e-newsletters, campus resource guide, handbook or campus calendar) that support an appropriate role for parents during the college years.
- Developing educational workshops and seminars either on campus, online or at a distance to inform parents of student and campus issues.
- Forming a parents' organization, association or club that provides an institutional identity for parents.
- Developing a parents' council or board that represents the interests of the general parent population.
- Raising funds from parents for targeted projects that improve the student experience.
- Representing parent concerns within the college or university.
- Communicating with and responding to parents at times of crisis, as part of a campus crisis plan.

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Shipboard education

Lisa Bardill Moscaritolo and Michael J. Zoll

Using a ship to transport ideas and learning was thought of as early as 1877. However it was not until 18 September 1926 that the first shipboard education voyage sailed from the Hoboken, New Jersey pier. The first voyage took seven and a half months to travel around the world on the SS Ryndam. The ship travelled to 35 countries which included some of the following ports: China, Hong Kong, India, Italy, Norway and Spain. There were some 504 students and 62 faculty and administration aboard

the SS Ryndam. The 1926 voyage was a monumental moment for shipboard education which continues today as an alternative to land-based campuses.

Unfortunately, because of differing viewpoints among those who believed in shipboard education, another voyage was not possible until 1963. Under the leadership of Rotarian Gerald S. Black from Whittier, California, shipboard education was a possibility again. After three voyages, California's Chapman University in 1966 assumed academic sponsorship of the programme and renamed it World Campus Afloat. In 1976, the Institute for Shipboard Education was founded. This non-profit corporation took administrative oversight of the programme and named it Semester at Sea. The University of Colorado sponsored the programme until 1980 when the University of Pittsburgh assumed leadership until 2004. Each of these universities played an important role over the years which have led to an increase in the growth and popularity of Semester at Sea. Students who enrol today receive academic credit from the University of Virginia.

Over time, the name of the ship has changed. The newest ship, the Explorer, is a 24,300-ton motor vessel equipped with classrooms, library, student union, wireless Internet, campus store, fitness centre, and two dining rooms. The Explorer, built by Blohm & Voss shipbuilders in Germany, is 590 feet long with a beam of 84 feet and a draft of 24 feet. It is said to be the fastest passenger ship today, with a cruising speed of 28 knots. Other ships which were retrofitted to serve as a floating university over the years include the SS Ryndam I, MS Seven Seas, SS Ryndam II, The Universe Campus, SS Universe and SS Universe Explorer.

To date there are over 48,000 alumni of Semester at Sea. Students pay approximately \$20,500 for the fall and spring voyage, which includes not only tuition but meals and a shared cabin with one other student. For the summer, students pay approximately \$10,000. The Institute for Shipboard Education offers more than \$2.2 million in need-based student aid. Donations to Semester at Sea make it possible to offer annual financial grants to about 40 per cent of the participants. Students also get assistance from federal aid and loans.

There are some contrasts from a student life experience on Semester at Sea and a ship to a land-based campus. As you would expect, compared with home campuses, space is tight. For example, there is a single, shared recreation space on the outside deck, which alternates as a volleyball/basketball court and aerobics studio. But space does not limit the activities aboard the ship. Students are often more active in the

contained environment of a ship than they would be on a sprawling land-based campus. During the first or second passage at sea, the Resident Directors and other members of the student life team organize an 'involvement fair'. It is not unusual to have at least 50 per cent of the students attend and want to get involved. Many of the students establish similar organizations each voyage (term) such as Students of Service and the Yearbook committee but new organizations based on interests are created and organized as well. There are some traditions each voyage shares, including Sea Olympics, Neptune Day (Crossing the Equator), Ambassadors Ball, Crew and Ship Talent Shows and Students of Service Auction. Frequently, the faculty staff and their families participate in these activities as well.

Semester at Sea is the longest standing shipboard education programme. In the history of shipboard education there are other programmes which use a ship as its laboratory and provide students academic credit for participating. Some other programmes include Seamester, SEA and the ScholarShip (programme closed June 2008).

The men and women who fought for shipboard education would be pleased with how shipboard education has affected the lives of 55,000 students. Shipboard education enriches students in ways not possible through any other method of learning. These programmes cultivate a close connection between students and the faculty, staff, and other individuals who embark on this adventure. Participants of shipboard education hopefully develop an appreciation of what it means to be a global citizen. By embarking on this educational experience, students will increase their academic knowledge and expand their horizons to an extent they may never have dreamed possible.

Purpose/functions

- Education for a comparative view of the world.
- Cross-cultural understanding.
- Knowledge/understanding of the social, political, cultural, economic and geographic characteristics of 10 to 13 countries, depending on the voyage.
- Ship functions like a campus with similar facilities such as a library, computer lab, 6 to 8 classrooms, union, health centre, administrative offices, social and recreational areas, and fitness centre.

- Resident directors and the assistant director for student life are responsible for fostering the educational, cultural, social, spiritual and personal development of students within residential living units called 'seas'. In addition, their responsibilities include: providing a comprehensive learning skills programme to enhance student learning; advising, counselling, and performing crisis intervention; supplying residents with important safety, security and emergency procedures; and facilitating educational and community development programming.
- Collateral assignments for campus life staff: learning skills and academic support, administration and communication, diversity/religious programming, health education and promotion, programming and advising student groups, recreation and students of service.
- Support the academic mission by working collaboratively with the executive dean, academic dean, registrar, bursar, and field office coordinator.
- Work closely with crew on catering/food operations and any other facility issue.
- The student life team's level of contact will be high. The daily contact with students is one of the advantages to shipboard life in comparison with a traditional land-based campus.
- Develop programmes that meet the students' needs.
- Oversee the student organizations that form on the ship.

Typical activities

- Orient faculty, staff and families about students and student life. Prepare them for the close living environment on a ship.
- The administrative team meets once a day, usually from 1 to 2 in the afternoon. The chief student affairs officer, director for student life is part of the administrative team. Other members include the academic dean, registrar, field office coordinator and assistant dean. This meeting is led by the executive dean.
- The residence directors, assistant director for student life, dependent children coordinator and lifelong learner coordinator rotate sitting at the programming desk between the hours of 2 and 8 p.m. to serve as a public resource for the shipboard community. They may sign out board games or other sports equipment.

- The student life team meets once a day while at sea. The student life team includes the assistant director student life, residence directors, lifelong learner coordinator, dependent children coordinator, conduct officer and mental health professionals. Information from the administrative team meeting would be shared when appropriate.
- The residence directors, assistant director for student life and the conduct officer participate in alcohol service each night from 9 to 11.
- All resident directors participate in in-port on-call service, as does the assistant director and conduct officer.
- The director of student life in conjunction with the executive dean may contact parents when there is conduct or emergency situations with regards to a student.
- Resident directors and the assistant director for student life hold three or four meetings per voyage and plan one smart/business-casual event held in the faculty staff lounge. Alcohol is served. Each resident director and assistant director for student life receives \$3 per resident to support social gatherings while at sea.
- Only the director for student life can authorize cabin changes after the first two weeks of the voyage. She/he works closely with the assistant dean and ships hotel director.
- In countries where participants must carry a passport, the student life team will assist the purser's office in distributing them before disembarkation.
- The student life team is responsible for assisting with the embarkation process in each port. They are required to come back two hours prior to posted on-ship time. The conduct officer assists the ship security in checking baggage and person checks.
- The assistant director for student life will be the main hearing officer for student conduct on the ship. The resident directors, conduct officer, and assistant director for student life are responsible for documenting students whose conduct is in violation of the Semester at Sea code of conduct. Student conduct will be reported back to the student's home institution if while on the ship the student was placed on probation or something more severe.
- Mail was delivered at the end of each port call and the distribution of mail is coordinated by the lifelong learner coordinator.

- On each voyage the crew usually entertains the community with a crew talent show.
- Classes are cancelled on Sea Olympics Day which is held once each voyage. The different seas of students along with the faculty and staff team compete for a fun day of activities such as volleyball, chess game and ping-pong.
- The campus life team hosts an involvement fair during the first week on the ship to assess student interests.
- Student life works closely with the senior adult coordinator and the 'adopt the senior/grandparent' programme.
- Ensure all ship life activities are publicized each day in the Dean's Memo.
- Ensure that students attend the global comparative education class that is mandatory for the shipboard community.
- Ensure there are no formal activities planned the night before a global comparative education test.
- Assist with the planning of pre-port and post-port briefings.
- Assist in hosting important political people to the ship while in port.
- Work closely with the counselling professionals on various groups offered on the ship.
- Work with ship officers and the medical team on random drug tests, and health and safety room checks.

Resources

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Sports/recreation/intramurals

Oscar Sotelo Pineda, Juan Pablo Caballero Medina, Luis Orlen Silva Portillo, Gonzalo Erazo Anaya and Fernando López Sosa

It is important to promote awareness of the idea that, while competitive sports among educational institutions is important and reinforces identity and a sense of belonging, it is not sufficient for the construction of a healthier society. Sports programmes must be more inclusive in order that all students can benefit from the activities offered, not only for their physical well-being, but also for the values they develop in the practice of sports. Secondary schools and universities must make a commitment to develop intramural programmes that are varied and enjoyable. These programmes should be well planned by committed professionals in physical education and sports.

Purposes/functions

- Create spaces for sports and recreation in which participants benefit from social interaction.
- Generate directed programmes and self-learning programmes in which students develop abilities, attitudes and values such as commitment, responsibility and respect for others. Participants should develop the habit of daily exercise, as well as leadership, companionship, teamwork, self-confidence, tolerance, good sportsmanship and effective communication.
- Observe the university from a different perspective, one in which the community generates a greater sense of identity and belonging to the institution and its symbols.
- Develop an interest in physical health among participants in sports, generating in turn an awareness of the benefits of recreation and healthful use of free time.
- Provide spaces which help relieve stress and promote enjoyable exercise through participation in games.
- Increase and share knowledge of sports and recreational activities.
- Help participants develop social responsibility and an interest in philanthropy, as well as an awareness of ecology.

Typical activities

- Organizing sports activities that generate a feeling of identity and belonging to the university, faculty, community, division, department or other group within the university community.
- Providing instructional programmes for learning opportunities, knowledge and skills through lessons, clinics and workshops.
- Organizing activities in which participants develop physical culture that will lead them to monitor their own progress and teach themselves new techniques.
- Coordinating informal self-directed sports activities that satisfy the needs of participants for recreation and enjoyment.
- Developing programmes for sports and recreation that are linked to the needs of academic programmes.
- Organizing open-air activities in which participants are exposed to new challenges in a natural environment.
- Offering classes or clinics in which participants may learn about or improve their techniques in a particular sport.
- Coordinating well-planned, high quality tournaments and leagues for university students and personnel that, in addition to providing recreational competition, help participants learn character-building principles and values.
- Organizing sports teams that represent the university in competitions with other universities.
- Offering programmes that promote health and wellbeing.
- Offering family and youth programmes for members of the campus community.
- Developing recreational sports programmes for people with disabilities.
- Offering sports clubs that provide opportunities for individuals to organize around a common interest in a sport inside or outside the institution.

Resources

<http://www.inegi.gob.mx/est/contenidos/espanol/rutinas/ept.asp?t=medu03&s=est&c=5676>

http://www.anuies.mx/servicios/e_educacion/index2.php

Statutes of the National Council for Sports Education (CONDDE).

Student affairs research/student life studies/assessment/evaluation

Danielle M. De Sawal

Student affairs research and assessment practices continue to become more critical in understanding the work of professionals on college campuses around the globe. The explosion of research in the past 15 years (Pascarella and Terenzini, 2005) provides the profession with a strong foundation to look at the impact of college on students. The assessment of our college campus environments has been occurring since the emergence of higher education. However, the way in which we approach our assessment practices has changed.

Institutions face a couple of specific challenges when they begin to explore how to conduct assessment in student affairs. First, the term assessment itself can mean something different to people within an institution (Banta et al., 2002). Institutions need to be sure they are philosophically working under the same definition of assessment. Second, identifying instruments that are valid and credible can be challenging (Banta et al., 2002). The public and government continue to look for how college truly impacts students' growth and development. Banta (2008) points out that 'policymakers everywhere are interested in finding a quick way to determine what students are learning in college, so that they can compare institutions' (p. 3). As a result, practitioners need to be intentional and purposeful in what instruments they select for campus assessments.

Purpose/functions

- Study campus culture and determine its relationship to student learning.
- Provide the entire campus with data that articulate the outcomes of student affairs initiatives.
- Establish connections between institutional mission and the functions of the student affairs/life office on campus.
- Articulate the institution's outcomes related to learning and connect these to student development.
- Identify the types of data/information needed to assess outcomes for specific audiences.

- Contribute to the knowledge base to further understand the impact of college on students.

Typical activities

- Research existing assessment instruments that would provide campus administrators and faculty with useful information about student learning.
- Develop an assessment plan for specific programmes or departments.
- Interpret results from national data related to specific outcomes associated with your institution.
- Develop education programmes that inform the campus community about emerging trends related to student learning and engagement.
- Organize and conduct individual and focus-group interviews with an established interview protocol to gather qualitative data.
- Develop survey instruments (paper or web based) to assess institutional goals and/or student affairs/life initiatives.
- Develop rubrics to guide the evaluation of assessment methods.
- Identify the strengths and limitations of assessment instruments.
- Advocate for continued resources to supportive student affairs/life initiatives that are proven through assessment.
- Establish partnerships across campus (i.e. faculty, staff, students, etc.) to study student learning.

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Student recruitment/school relations

Rosalie Vlaar

A prospective student's first interaction with an institution is often with someone from recruitment. Recruiters help students and their families navigate the university admissions process as they prepare for post-secondary studies. Often, the information and image presented by the recruiter can significantly impact the likelihood that this individual will proceed with an application to the institution.

Recruiters are responsible for representing their institution to prospective students. They must provide information about academic programmes, housing, admission, fees, financial aid and campus life, and answer a host of additional questions. Recruiters are also responsible for identifying students who are likely to succeed at the institution and encouraging these students, in particular, to apply for admission. Recruiters may work with communications professionals and institutional representatives to develop tools that communicate information about the institution to prospective students.

Purpose/functions

- Help the university meet its enrolment targets through recruitment of students.
- Reach out to prospective students and other stakeholders such as guidance counsellors to inform them about the institution.
- Support admissions in guiding applicants through the application process.
- Work in collaboration with admission stakeholders - recruitment and housing offices, financial aid offices, academic units, secondary school and college advisors, parents and others.
- Collaborate with faculties and programmes to help them meet their undergraduate recruitment goals.
- Provide in-person, telephone and email advising for prospective students, including targeted information for applicants and admitted students to encourage enrolment to the institution.

Typical activities

- Proactively solicit contact with prospective students as well as respond to general enquiries on behalf of the institution.
- Provide information about the institution to prospective students, their parents and their secondary school teachers/counsellors.
- Visit secondary schools and community colleges, and other sources of potential students.
- Sponsor and attend workshops and recruitment fairs.
- Develop recruitment messages on the institution's website for prospective students as well as promotional printed materials on the institution.
- Coordinate tours of the campus for school groups, prospective students and their families.

Student registration and records

Nancy Low

Registration and records is responsible for maintaining accurate and complete academic records of all current and past students. When a student registers for courses, the enrolment is officially recorded on the institution's Student Information System (SIS) and becomes a part of the student's record along with the biographical information that was collected during the admission application process. The SIS is used by faculty and staff who perform student-related administrative and advising roles. Students are able to access their personal records using a student interface.

The information contained in the SIS is subject to privacy legislation and; as the custodian of student data, this unit is responsible for ensuring that the confidentiality and security of student records is maintained.

Registration and records role has developed over the years to include responsibilities related directly to supporting and maintaining the security of and access to student information systems.

Purpose/function

- Coordinate the processes associated with the registration of students in programmes and courses.
- Provide on-line registration and records-related services and resources to students.
- Provide in-person, telephone and email services to students.
- Provide support services to faculty and administrators; this includes SIS training.
- Manage access to and security of the SIS.
- Review current processes and identify areas of improvement based on feedback from the university community, including academic units and students.

Typical activities

- Provide students with information regarding the course registration process. This includes access to course schedules, step-by-step instructions as well as tools to assist them in planning their academic programmes.
- Manage the course registration process; assign registration access dates and times.
- Allow students to conduct the majority of their transactions via the web. This includes updating personal information, registering for courses, viewing grades, requesting transcripts, paying tuition fees and applying for graduation.
- Provide support services to students and administrators.
- Provide instructors and/or administrators with a means of retrieving class lists and submitting final grades.
- Provide students with academic evaluations at the end of each term.
- Provide administrators with tools to evaluate a student's academic performance.
- Provide a degree audit tool to enable students and administrators to view degree requirements and monitor progress.
- Provide students with examination schedules and make accommodations for conflicts and hardships.
- Provide students with verification of enrolment letters.

- Provide degree confirmations to third parties.
- Process requests for academic transcripts.
- Process special course registrations, late registrations, withdrawals and grade changes.
- Assess, collect and process tuition fees, and provide students with tax receipts.
- Produce degree parchments and assist in the coordination of convocation ceremonies.
- Provide statistical information to government agencies, the university community and other interested parties.

Women's centres

Sharon L. Davie

University and college women's centres across the globe aim at both bettering women's lives and increasing gender equity within the university and society. But women's centres are diverse in many ways, including missions, programmes, services, constituencies and funding. They are shaped by differences in cultures, countries, regions, and the opportunities and challenges that women face in their local setting. But almost all women's centres focus in some way on positive transformation - of the self, of the university curriculum and climate, and of the larger society - in a journey toward gender equity.

Seven particular issues are addressed by many university and college women's centres: 1) gender violence (including sexual assault, domestic or relationship violence and sexual harassment); 2) women's health, physical and psychological; 3) poverty, development and economic parity for women; 4) discrimination, either overarching gender discrimination or discrimination directed toward women of a particular race, ethnicity, nationality, socio-economic class, religion, region of the world or other specific characteristic of identity; 5) educational, leadership and professional development for women and girls; 6) building university-community alliances; and 7) 'networking', or developing relationships, with other women to shape a more equitable campus, community and world. University and college women's centres that address the issues above sometimes carry different names than 'women's centre',

such as 'gender institute', 'centre for the study of women', 'gender advocacy programme', 'office of women', or 'development institute for women', among others.

Whatever its specific name may be, the ways in which that university and college women's centres approach such issues are always shaped by the particularities of a specific culture or situation. Spelman College, located in the southern United States, is an historically Black American women's college; its primary (though not sole) focus is on learning about and from African-American and African women, through academic courses, community outreach, research, leadership development and activist projects. In several Eastern European centres, there is a strong focus on anti-trafficking work. The Philippines Women's University houses a Development Institute for Women in the Asia-Pacific Region. The Center for Women's Studies at the University of El Salvador addresses topics that are often culturally taboo: reproductive and sexual health and gender stereotypes, including 'machismo'.

The African Gender Institute (AGI) at Cape Town University is pan-African in its approach: it includes the Forum for African Women Educationalists, South Africa (FAWESA), which supports 'partnership of African women cabinet ministers, women vice-chancellors of universities and other senior women policy makers', to promote gender equity in education in Africa; and the Gender in Africa Information Network (GAIN), which 'is committed to making indigenous information on women and gender valued, visible, and accessible globally' and to participating 'in the global information society in order to promote gender justice and women's rights in Africa'. The University of Virginia (UVA) Women's Center, located in a small American town, aims at bringing a wider cultural vision to students. In the Republic of Korea in 2005 and in El Salvador in 2007, students in UVA Women's Center courses learned from books and from a wide range of women leaders and grassroots activists about culture and gender in those countries.

Ask some broad questions when you start a women's centre: What goals do you have? What is the centre's mission? What practical considerations constrain you? Who are your allies? What are your dreams?

Women's centres across the globe empower women, shape education for both women and men in vital and important ways, and support universities and colleges in their mission of achieving excellence. The goal of women's centres is no less than full recognition of the potential of all women and men, and a university or college climate in which that human potential can flourish - in learning, in living and in leadership.

Purpose/functions

- To provide a physical space that is safe, accessible and comfortable for women.
- To address issues of gender violence and women's health.
- To promote gender equity throughout the university.
- To promote leadership development and mentoring programmes for women and girls.
- To provide counselling for women students, on personal and career issues.
- To address economic needs of women on campus and in the community.
- To engage male students and faculty as allies for positive change.
- To foster collaboration with other departments and student groups on campus.
- To undertake and support applied research on gender issues.
- To provide resources such as books, films, videos, magazines and newsletters.
- To provide programmes that bring together students of different backgrounds.
- To provide information and referral for students with specific needs, from legal to medical to financial to educational issues.
- To foster education for women and girls in mathematics, science and technology.
- To provide connections with women from other cultures and countries.
- To provide support for older adult students who are returning to the university.

Typical activities

- Providing confidential support for students experiencing violence (sexual assault, relationship violence and sexual harassment, for example), and aid in pursuing medical, psychological or legal services.
- Providing campus-wide preventive education programmes on gender violence, engaging men as well as women.
- Working with university or college officials on gender-sensitive policies (for instance, sexual harassment policies and procedures).
- Offering panel discussions comparing gender issues across cultures.
- Organizing a visiting women scholars, artists and leaders series.
- Inviting women leaders in the community to share their knowledge.

- Providing counselling services, which may include individual psychological counselling, career counselling, support groups, couple's counselling and referral.
- Providing mentoring and leadership development programmes for women and girls.
- Supporting students in creating print and web publications.
- Supporting applied research on gender and women's issues.
- Offering courses on gender issues, including study abroad courses.
- Creating joint programmes with NGOs that help women economically.
- Building a library of books, magazines, films and other material on gender.
- Developing a centre website that provides links to resources for women.
- Creating an advisory board of students, faculty and community members.
- Involving men in developing programmes for men on gender issues.

Resources

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<http://www.uct.ac.za/org/agi>

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Women's Centers and Offices at American Colleges and Universities:

- http://www.uic.edu/depts/owa/womens_centers.html

Women's Studies Programs, Departments, and Research Centers:

- <http://userpages.umbc.edu/~korenman/wmst/programs.html>

Country reports on student affairs and services practice around the world

Edited by Roger B. Ludeman

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Introduction

Student affairs and services in higher education vary depending on the country in which it is found. The delivery systems employed as well as the array of offerings available to students develops in accordance with the historical, cultural, economic and social contexts that present themselves in the regions or countries in which they are employed. This section provides the reader with numerous examples of different student affairs and services delivery systems, types of services offered, qualifications of staff, issues being confronted and some of the professional resources available in the countries whose student affairs and services operations are being reviewed. The accuracy of the information provided in the following reports reflects the views and knowledge of the country report authors and not the section coordinators or editors. Readers are encouraged to contact country report authors for additional information.

Argentina

Maria Elodia Ramos

Background information on student affairs/services

The history of higher education in Argentina started with the creation of the Universidad de Cordoba in 1622. The manifesto of the First National Congress of Students in 1918 in Cordoba introduced the concept of democracy and autonomy in the university. The participation of students in the governance of the university has precipitated numerous support programmes. There are some 40 public and 55 private universities.

Qualifications/training of staff

There are currently no specific student affairs training programmes. The staff members responsible for providing support are from various social service professions and higher education areas (academics, social workers, psychologists, nurses and doctors).

Typical services and programmes offered

The scholarship department offers information about internal and external scholarship opportunities. Scholarships may cover expenses for transportation, copy services, housing, cafeteria and medical assistance for the students and/or their family for emergencies during the academic year, as well as work study with their department. There are cash awards. There is an age limit for benefits with exceptions for students with disabilities or those from indigenous populations. There is also financial aid for students who move from their province to continue their education. Private universities have benefits for students with academic potential but low resources.

The Health and Wellness Department prepares multiple activities in addition to the regular ones: medical check-ups, nursing, emergency, control of admission medical exams for both students and personnel, and physical examination for sport aptitude, among others. The Physical and Sport Education Department offers free classes, tournaments and training in basketball, soccer, tennis, aerobics, chess and swimming.

There are day-care facilities for children of students, faculty and staff. The Cafeteria is open for students with scholarships and to others for a minimum fee. There are housing services in some universities. The Student Employment Office assists graduates to enter the job market through internal promotion in industry, maintaining communication with alumni about job opportunities.

Academic services offer quality courses in the area of information systems. There are language labs. Each of the colleges in the national universities has a library and students can borrow material with their Library ID card. The Psychology and Psycho-pedagogy Department offers vocational orientation and learning skills workshops. There is also attention given to emotional problems that may serve as an obstacle to a student's academic achievement. This unit also tracks the academic progress of students receiving tutorial services. The tutor's responsibility is to guide students when they experience learning difficulties and in their relationship with the faculty. The Social Service Division promotes and participates in the politics of prevention and assistance as regards the social problems of the university. It is also involved with diagnostic research about the socio-economic and family situation of the students. One of its goals is to improve the nutritional condition of those students without economic resources.

Organizational structure of student affairs/services

In the national universities, the Secretary of University Support assists the rector and coordinates activities related to the well-being of the university community and its integration into the environment. The Secretary is responsible, among other functions, for planning actions that facilitate the socio-economic development of the students, in areas such as health, and family assistance for the university community as well, in the areas of sport and recreation. It works in coordination with the Secretary of Student Affairs of each college. It maintains inter-institutional relations with the municipalities that allow them to execute diverse academic activities, training, extension and internship of students.

Issues and challenges for student affairs/services

- It is necessary to better utilize new technology to reach out to the masses.
- Tutorial services should be associated with the courses. They should be personalized, with the instructor available when the student can attend the tutorial session. Access to tutors on-line should also be explored.

- 'Stimulus scholarships' should be provided to students who may have lower grades but are committed to improve their academic progress.
- Attrition is mainly a result of a lack of motivation. The students need to be engaged in reaching their educational goals.

Websites with links to student affairs publications and research

Each Secretary of Student Affairs at the university has his/her own website and research information.

Armenia

Liana Sanamyan

Background information on student affairs/services

The state universities in Armenia do not have a student affairs body or offices or units. However, some services and programmes are offered to the students. The organizational structure and the offered services vary from one university to another and are not clearly defined.

Typical services and programmes offered

Typically, the universities have admission committees that advise students in choosing the faculty based on the exam marks the students have received.

Many universities have dormitories that are located in the same city but not very close to the campus. The students are offered housing in the dorms; however, that is a paid service.

All the universities in Armenia have a Students Committee. The primary duties of the Committee are student representation and students' rights protection. The Committee also takes an active part in organization in different student events/activities, from entertainment, sport and art events to the organization of workshops and conferences.

Some departments in the universities also organize social events such as movie nights, subject clubs and hiking in the countryside. Several universities offer summer leisure programmes: camps in the country where they have rest houses. The universities also have adherent student polyclinics, where students can receive medical care (not of the best quality).

Qualifications/training of staff

Staff members are not required to have a professional student affairs qualification or special training. They come from a variety of backgrounds.

Organizational structure of student affairs/services

The organizational structure and the offered services vary from university to university and are not clearly defined.

Australia

Annie Andrews

Background information on student affairs/services

In Australia the term 'student services' describes student support initiatives or units. Student support, student services, and student amenities are the responsibility of three agents of service delivery: the Commonwealth Government, the universities and student organizations. All three have made significant investments and contributions to the evolution of student support, services and amenities since the middle of the twentieth century. Student services units and programmes aim to enhance the student experience and to enrich campus life. Australia has a growing number of higher education student enrolments. As of 2006 more than 984,146 students were enrolled in Australian higher education programmes. International student accounted for 25.5 per cent of the total enrolment (250,794).¹²

¹² 2006 full-year higher education student data retrieved 3 March 2008 from:
http://www.dest.gov.au/NR/rdonlyres/ECADEDDB-C358-4B97-9244-7A74D9974061/18815/2006FullYearStudentdata_shortanalysis3.pdf

Typical services and programmes offered

The primary goals for student services are: 1) to assist students make successful adjustment and transition to the university environment; and 2) to reduce enrolment attrition and enhance student retention. Specific service delivery areas include academic advising, academic skills enhancement and information literacy, peer mentoring, student equity, services for students with disabilities, student social engagement activities, psychological counselling and student development services, careers and employment services, student housing services, international student services, indigenous student support centres and indigenous cultural programmes, sports and recreation activities, and student health services. Increasingly student services and/or student organizations are involved in forming campus-wide policies and procedures that impact on student experience. The director of student services (or the pro-vice-chancellor (students) or the dean of students) is responsible for student disciplinary procedures.

Qualifications/training of staff

Student services personnel usually hold a university qualification and in specific fields of practice: academic skills services, student psychological and counselling services, careers and employment services, and disability services hold relevant post-graduate qualifications specific to their service delivery areas. There is no degree programme specifically focused on student affairs as a career destination offered in Australia.

Organizational structure of student affairs/services

Typically, the head of student services area is a director or associate director reporting to a dean of students, an academic registrar, pro-vice-chancellor (students and registrar) or a deputy vice-chancellor (academic).

Issues and challenges for student affairs/services

Student services delivery budget is a tertiary priority to the primary and secondary missions of the institution (research followed by learning and teaching). Funding for student organizations is limited by the Voluntary Student Union legislation which makes it illegal to collect a compulsory membership charge and they rely on the limited revenue from voluntary membership, external sponsorships and contributions made by the enrolling university.

Websites of student affairs/services professional associations/organizations

- ANZSSA - Australian and New Zealand Student Services Association Inc.
(www.anzssa.org)
- ATEM - Association for Tertiary Education Management Inc.
(www.atem.org.au)
- EOPHEA-Equal Opportunity Practitioners in Higher Education Australia
(<http://www.eophea.anu.edu.au/>)
- ISANA-International Education Association (www.isana.org.au)
- TCMA- Tertiary Campus Ministry Association
(<http://www.une.edu.au/campus/chaplaincy/tcma/>)
- NAGCAS-National Association of Graduate Careers Advisory Services
(<http://www.nagcas.org.au/>)
- TEDCA- Tertiary Education Disability Council of Australia -has no website but
information is available via www.adcet.edu.au/

Websites with links to student affairs publications and research

- www.anzssa.org
- www.adcet.edu.au/

Austria

Barbara Duppich

Background information on student affairs/services

In Austria the Study Grant Authority (Studienbeihilfenbehörde) is responsible for any type of information, applications, appeals and interventions regarding questions pertaining to study grants, transport cost allowance, grants upon completion of studies, insurance cost subsidies and grants for study abroad.

The Austrian Study Grant Authority is headed by the Federal Ministry of Science and Research, and consists of six study grant departments and the administrative

departments (Human Resources, Law, Information Technology and Controlling and Budget). The study grant departments have been established in all major Austrian university cities, namely in Graz, Innsbruck, Klagenfurt, Linz, Salzburg and Vienna.

The various types of federal aid to students, with the exception of orphans' pensions to students, are regulated in the Student Support Act of 1992 (Studienförderungsgesetz). The Study Grant Authority whose main duty consists of the execution of the Student Support Act of 1992 is therefore a national organization that covers one student service sector: study financing.

Typical services and programmes offered

Student housing, student restaurants/cafeterias, financial aid, advisory services (for psychological counselling), incoming international students and researchers, cultural activities, university preparatory services and study abroad programmes are in the hands of various organizations (websites listed below).

The individual educational institution is in charge of academic advising/educational counselling, the admission of students, orientation programmes, student registration and records, child care, tutoring/mentoring programmes for incoming international students, alumni affairs and conference services. Housing, student jobs and cultural activities are also administered by private organizations.

Qualifications/training of staff

Student services personnel are mainly administrators with relevant qualifications specific to their fields of practice. There are no formal student affairs generalist academic preparation programmes.

In the Study Grant Authority the staff is trained either collectively or individually by organizing special conferences, compiling working aid, publishing information material, and carrying out initial and continuing education and training.

Organizational structure of student affairs/services

Depends on each individual organization (see websites below).

Issues and challenges for student affairs/services

- Internationalization of higher education: the Bologna process aims to establish a European Higher Education Area by 2010. The overall success of the Bologna process depends not only on the implementation of comparable study structures and excellent academic/research facilities but also on the provision of adequate infrastructural conditions.

Websites of student affairs/services, professional associations/organizations

- Homepage of the Studienbeihilfenbehörde (Austrian Study Grant Authority)
<http://www.stipendium.at>
- <http://www.bmwf.gv.at> Federal Ministry for Science and Research
- <http://www.oeh.ac.at/> Austrian Student Union
- <http://www.oead.ac.at> Austrian Exchange Service
- <http://www.studentenberatung.at> Centre for Psychological Student Counselling
- <http://www.studienwahl.at> Data base of all courses of studies offered in Austria
- <http://www.mensen.at> Austrian Student cafeteria service Ltd.
- <http://www.ams.at> Austrian Employment Services
- <http://www.bundessozialamt.gv.at> Social Services Department
- <http://www.sozialversicherung.at> Health services
- <http://www.auslaender.at/categories/Studieren/>
- All educational institutions: please refer to: <http://www.stipendium.at/stbh/links/>
- Access to some research projects in the 'publication' section of the ECSTA homepage: <http://www.ecsta.org/>

Azerbaijan

Nazrin Baghirova

Background information on student affairs/services

Azerbaijan does not have an institutional student affairs either in public or in private universities. Universities do not have student affairs offices as a uniform unit. Private

universities, such as Khazar and Gafgaz Universities, have distributed student affairs functions of the office among other committees and departments.

Typical services and programmes offered

As you will see below these universities have divisions that perform function of student affairs units, but do not have mission statements and do not describe their history and purpose.

Khazar University - 1991

- Student service: health care centre, housing, student support system, career centre;
- Computing
- Dining
- Entertainment
- Arts, sport, and events
- School Council

The most recent is the career centre, established on 1 November 1999. 'Career Center Development Project at Khazar University, 1999-2001', funded by the Eurasia Foundation, United States.

Gafgaz University - 1993

Social Affairs Department

The social activities of the university are realized directly by administration which has the following responsibilities:

- To organize activities and shows in the area of culture, arts and sports.
- To solve problems of dormitory and living conditions, to plan leisure and to help students obtain jobs.
- To provide guidance and psychological consultations.
- To make and publish research on specialized areas.
- To realize suitable programmes in order to introduce students to the business world. To visit companies and organizations in order to have working experiences and to help students with employment.

- By close cooperation with other departments of the university, the administration provides the necessary canteen, restaurant, reading rooms, overseeing dormitories supplied with sport equipment, hiring cinema, theatre and sport salons, in order to provide all these services for the students.
- To ensure university-family cooperation.
- To register students who participate in social activities.

The activities mentioned above are carried out by the Department of Public Relations.

Qualifications/training of staff

At present there is no formal student affairs training programmes.

Organizational structure of student affairs/services

The organizational structure varies with each university and is not clearly described by the universities. This means that it needs close study and personal interviews with the provosts of the universities.

Khazar University

Khazar University has separate departments for separate services, which report to the director of the student service division. The latter reports to the school council of the Khazar University. The organizational chart is not available.

Gafgaz University

The Social Affairs Department is composed of three directors, two secretaries, two dancing instructors, three officers, three lectures, one doctor, one psychologist and one nurse. The divisions report to their relevant director, for example, the doctor to the director of health division. The organizational chart is not available.

Issues and challenges for student affairs/services

The student services functioning within the universities need more adequate funding for expanding and restructuring, and developing a student affairs unit with a mission

and a vision for the universities. The existing student services therefore need new student affairs professionals and networking with other professionals outside of the country for further assistance and organizational enhancement.

Websites of student affairs/services professional associations/organizations

Khazar University

- Student Services: <http://www.khazar.org/general/stservices.shtml>
- Computing: <http://www.khazar.org/general/computing.shtml>
- Dining: <http://www.khazar.org/general/dining.shtml>
- Entertainment: <http://www.khazar.org/general/entertainment.shtml>
- Arts, Sports and Events: <http://www.khazar.org/general/artsport.shtml>
- School Council: <http://www.khazar.org/general/facultysenate.shtml>

Gafgaz University

- Health, Culture and Sport Administrative:
<http://www.qafqaz.edu.az/index.php?z=670>
- Directorate Guidance and for Psychological Counselling:
<http://www.khazar.org/general/facultysenate.shtml>
- Directorate for Health Affairs: <http://www.qafqaz.edu.az/index.php?z=565>
- Directorate for Sports Affairs: <http://www.qafqaz.edu.az/index.php?z=567>
- Directorate for Cultural Affairs: <http://www.qafqaz.edu.az/index.php?z=566>
- Personnel list for the Social Affairs Department:
<http://www.qafqaz.edu.az/index.php?z=519>

Barbados

Pedro L.V.Welch

Background information on student affairs/services

Barbados has had a long history of tertiary education, beginning with the opening of Codrington College in 1745. In addition, given the history of the island as a British

colony, the education system followed the best practices of British institutions, including the early establishment of student affairs offices, headed by a registrar. There are four tertiary-level institutions (listed with the year of establishment): Codrington Theological College (1745), The University of the West Indies (UWI) (1948) (the Cave Hill campus of the UWI, located in Barbados, was established in 1963), Erdiston Teachers' College (1948), and the Samuel Jackman Prescod Polytechnic (1969).

Types of services and programmes offered

Student counselling, placement, student health services, international student services, student representation through students' guilds, issuing of guidance handbooks, maintenance of websites dedicated to student information, student welfare/financing, sports and recreation.

Qualifications/training of staff

Most Registrars at the various institutions have, at least, a master's degree, and some possess qualifications in administration/management at the certificate/diploma, bachelor's or master's level. At the university, the tendency is to appoint academic staff as deans of the various faculties. The deans act as student advisors and provide counselling services. Most deans are qualified at the Ph.D. level. The various institutions also run training programmes in the administration of student affairs.

Organizational structure of student affairs/services

Typically, the student affairs section of the various institutions is headed by a registrar, with various assistant registrars assigned to such areas as examinations, placement, distance education, international students services, and so on. There is usually a separate section of the registry designated as the office of student services and one section devoted to sports and recreation.

Issues and challenges for student affairs/services

The biggest challenge usually relates to meeting the needs of a rapidly expanding student cohort with relatively small administrative units. Funding for student welfare and scholarships is also inadequate, given that there is a history of government funding, rather than that of private endowments as may exist in, say, the United

Kingdom, or the United States. In this context, there is competition between the administration of student services and other aspects of the academic programme for scarce resources.

Websites of student affairs/services/professional associations/organizations

Most administrators of the various student services sections are members of the Association of Caribbean Higher Education Administrators (ACHEA), and, with the exception of Erdiston College, have websites detailing their various student services.

- <http://sta.uwi.edu/achea/index.htm>
- <http://cavehill.uwi.edu/>
- http://www.sjpp.edu.bb/documents/Handbook_for_students_2006.pdf
- <http://www.cavehill.uwi.edu/tliu/cc/erdiston.htm>
- http://www.bcc.edu.bb/divisions/Counselling_Placement.cfm
- http://www.bcc.edu.bb/Divisions/office_registrar.cfm#student_affairs
- <http://www.codrington.org/>
- ACHEA - <http://sta.uwi.edu/achea/conferences.htm>

Some of the websites listed above offer access to student handbooks, detailing the various services that are available. Some research on student affairs may be identified via a search of the ACHEA website.

Bolivia

Tammy Boyd and Manuel Olave

Background Information on Student Affairs/Services

According to the *Guía de universidades de Bolivia 2009* from the Ministerio de Educación y Cultura, Bolivia has 12 public autonomous universities, 6 special public universities (including 3 indigenous universities which opened on 11 April 2009), 3 private universities assigned to the Bolivian university system and 37 private universities. Some of the public universities have an academic department or two that

dates back to the 1940s, but the overwhelming majority of the growth in Bolivia higher education occurred after the mid-1980s with the founding of private universities. Bolivian universities offer a wide variety of post-secondary credentials, including certificates, diplomas and degrees, both undergraduate and graduate. Provisions for student services are similarly varied, with some schools having no staff or space dedicated for serving students and others offering services similar to what one might find on a North American campus, including intramural athletics and study abroad. Generally speaking, the universities with the most expansive student services programmes tend to be newer, private universities.

Typical services and programmes offered

Most universities, whether public or private, usually have basic services for:

1. admissions
2. student health services
3. counselling
4. food services/dining
5. social activities (usually some physical activity such as sports or dance)
6. housing or information to assist in procuring off-campus housing
7. library or other book/textbook service

For many of the private universities, student services can also include:

1. financial aid and scholarship programmes
2. study abroad/partnerships with international universities for student exchange programmes
3. transportation
4. orientation
5. student social organizations

Qualifications/training of staff

There are no formal student affairs degree programmes in Bolivia, nor are there any professional associations or organizations that provide any training or accreditation.

Most student affairs offices have dedicated professional staff who accrue experience and expertise while working.

A director or a dean of students heads student affairs offices at top private universities. Specialists including psychologists, and physical education and social activities specialists staff the offices.

Organizational structure of student affairs/services

Again, the structure can be quite varied, but it is fairly common to find an office somewhere on campus called *bienestar estudiantil* (literally, student well-being) or *vida estudiantil* (student life). These offices tend to focus on meeting students' immediate needs, such as health services, counselling and activities, but they also serve as information hubs for students on a wide variety of other issues such as financial aid, academic support and professional development.

Issues and challenges for student affairs/services

Student affairs is experiencing the same challenges and opportunities as the rest of higher education in Bolivia, namely managing the rapid expansion of higher education in a manner that is most beneficial for students. Bolivia recently ratified a new constitution that called for universities to build much stronger linkages with their host communities and to serve national interests in a much more expansive and purposeful manner; specifically, universities are expected to become multicultural and multilingual (and to assist in language preservation), to engage in rural outreach and development, and to provide free information centres for community members. All of these are new activities for most universities and will require people with expertise in second language acquisition, university extension and community outreach. Furthermore - and this is the most serious problem universities currently face - these new activities will require substantial additional funding; neither the public universities, with their fixed budgets and large student bodies, nor the cash-strapped private universities have the capabilities to meet these new and increasing demands.

Websites of student affairs/services professional associations/organizations

There is no professional organization for student services/affairs in Bolivia at this time.

Botswana

Lydia Nyati-Ramahobo

Background information on student affairs/services

The University of Botswana is the main university in the country. The following report therefore reflects that institution's efforts in student affairs and services.

The Division of Student Affairs at the University of Botswana became operational in January 1999. The division is responsible for creating a holistic environment that ensures that learning is the central focus for student life. It has developed and established a range of learning, social, cultural and recreational opportunities that facilitate the full realization of student potential for academic and personal growth. The division also collaborates with other divisions towards ensuring that the university fulfils its vision and mission by developing a student-centred, intellectually stimulating and technologically advanced teaching, learning and research environment. It promotes the health, social and spiritual welfare of the university community through a range of policies and programmes, and a diversity of positive co-curricula activities and experiences.

Typical services and programmes offered

In addition to the traditional student services in health, sports, recreation, arts and culture, and academic service, the division has developed new programmes to improve students' experiences as they make a transition into university life. They are described below:

First Year Experience (FYE) Seminar

FYE 101 is a life-skills course aimed at helping students to make a transition from secondary school to the higher education environment. It is based on the University of South Carolina model and it fosters the right attitudes and skills in students and prepares them for learning and career planning. The course introduces the University as an institution and its immense resources, services and policies for their comfort. It also gives them skills to say NO to the undesirable aspects of life, such as drugs, excessive drinking, gambling, vandalism, academic dishonesty and violent relationships. FYE 101 further cultivates confidence in the learner to overcome challenges, develops

students as leaders and makes each individual student a valuable product that the University can proudly present to the world.

Living and Learning Communities Programme

This programme is to ensure that the student adjusts into a community that is conducive for both living and learning, since most learning takes place outside the formal classroom. In this programme all first-year students reside on campus, have an academic member of staff as their warden to help plan their community activities and another member of staff as 'a friend of the community'. This will give students a rich campus life experience, which values community spirit to foster its own security and safety, and to aid the transition into higher education.

Empowerment workshops

The empowerment workshops target both the academic and support department, and student leaders. They are taken on Saturday retreat which ends with a game drive in one of the game reserves. The workshops focus on personal growth and helps participants to reflect on their own behaviour and how it affects others, and in turn how such behaviour affects service delivery and productivity at the university. Better service delivery provides a good student experience. The workshops link productivity, work ethics and interpersonal behaviour in the workplace as a leadership development strategy.

Perception, expectation and destination surveys

In order to improve services and processes, the university needs to know how its potential students perceive it, and what their expectations are. It also needs to know, upon admission, whether such expectations are being met. It is also important for the University to know the destinations of its graduates and their employability. As a result, three types of surveys have become regular features on the Division's research process: 1) a survey on perceptions and expectations of potential students (Form 5), 2) an expectation survey on first-year students and following the cohort to completion of their programme, and 3) a destination survey on graduating students five months after completion. These forms of data serve to assist management to develop programmes and policies that are relevant and in step with current trends.

Qualifications/training of staff

Each department is headed by a director; three of the five directors have a doctorate and the other two have a master's degree. The director of health services has a medical degree. The support units headed by managers with a master's degree in the relevant field. The coordinator for the HIV/AIDS programme holds a Doctorate in Nursing Science and is at the rank of senior lecturer. The manager for disability support services has gone for further training at the doctoral level.

Organizational structure of student affairs/services

The Division of Student Affairs is headed by the Deputy Vice-Chancellor for Student Affairs and has five departments: Careers and Counselling Services; Academic Services; Culture, Sports and Recreation; Student Welfare and Health Services. Services provided directly under the auspices of the Office of the Deputy Vice-Chancellor include the Disability Support Services Centre, the Health and Wellness Centre, and the HIV/AIDS programme.

Issues and challenges for student affairs/services

The division is faced with challenges to deal with issues related with student behaviour such as alcohol and drug abuse, safety and security on campus, and funds for specialized services in the Disability Unit and web portal services.

Websites of student affairs/services professional associations/organizations

No professional associations in student affairs exist in Botswana; however, staff members often attend such meetings in neighbouring countries, particularly in South Africa. Student services at the University of Botswana can be accessed on the university website: www.ub.bw. The section on student services describes each service in details and offers links to other university sections.

Brazil

Christopher Chaves e Silva

Background information on student affairs/services

The history of higher education in Brazil began with the creation of the Universidade Federal do Paraná in 1892. According to a 2005 census, Brazil had over 2,165 higher education institutions, divided according to their funding status as private, state, federal and municipal. Over 70 per cent of all enrolled students attend private universities.

Typical services and programmes offered

Most universities in Brazil started specific student assistance units in the past 10 years and many of them already offer a variety of programmes such as:

- Subsidized food services where the university operates cafeterias to provide low-cost meals for students. This service is mostly available at the public universities.
- Low-cost student housing. This service is provided on a needs-basis and in most cases students must prove they do not live in the same city as the school.
- Scholarship and financial aid is available based on need and is mostly funded by the Brazilian government.
- Academic advice.
- Employment and internships placement.
- Psychological counselling.
- Community involvement programmes, where students can apply knowledge from their majors in supporting the local community. Programmes such as health safety, dental education and computer literacy are among the most common.
- Assistance for visually impaired students and students with other disabilities.
- Retention and financial support programmes for students of Afro-Brazilian and indigenous descent.

Qualifications/training of staff

All staff members have bachelor's degrees and some have attained master's degrees. Typically the pro-dean (*pro-reitor*) for student services has earned a doctorate in a specific field.

Currently, there are no specific graduate programmes in higher education administration, college student personnel and counselling focused on higher education students. Most of the staff comes from the psychology, pedagogy, social work or administration fields.

Organizational structure of student affairs/services

Typical units will have a *pro-reitor* as the senior student affairs officer, a number of project coordinators, social workers and support staff members. The *pro-reitor* reports directly to the *reitor* (president or chancellor of the university).

Issues and challenges for student affairs/services

The development of a unified student retention programme that has the ability to provide financial awards to students who excel academically; the availability of technology tools to assist with academic progress tracking; the development and improvement of programmes such as student housing, food services and support to populations that have minimal access to higher education.

Websites of student affairs/services professional associations/organizations

- Uniao Nacional dos Estudantes (UNE): <http://www.UNE.org.br>
- Instituto Nacional de Estudos e Pesquisas Educacionais:
<http://www.inep.gov.br/superior/censosuperior/default.asp>

Bulgaria

Lydia Krise and Jill Rasmussen

Background information on student affairs/services

In 2008/2009 the Council of Ministers predicts an undergraduate population of 58,800 students in Bulgaria. Student affairs offices as found in the United States do not exist in Bulgaria, with the exception of the American University in Bulgaria. Following entry into the European Union, universities are beginning to offer specific services, such as disability assistance and career planning, but not in the systematic way an American school would.

Typical services and programmes offered

Housing and dining services are provided by state-subsidized companies at state universities. These are simple services and do not include programming, resident assistants or special events. Housing is offered based on financial need and many students live in private apartments as there is limited dormitory space. Private universities are unlikely to provide housing. International students receive assistance only in obtaining visas and learning Bulgarian. Career centres are springing up around Bulgaria due to a programme sponsored by the United States Agency for International Development (USAID) offering training and materials to Bulgarian schools. Eight of twenty-six universities now have active career centres.

Qualifications/training of staff

University administrators normally have at least bachelor's degrees and in many cases old-style master of arts degrees (five year bachelor's degrees that led directly to master of arts degrees). There are no formal student affairs professional preparation programmes.

Organizational structure of student affairs/services

All Bulgarian universities have the basic structure of a rector, provosts, and deputies. They are the supervising governance of the university. Each of the provosts a specific college or discipline (chemistry, English, etc.) and all student services functions take place within the college. The main university budget is divided between the colleges based on enrolment and all activities are funded from within the colleges. Faculty may sponsor guest lectures or arrange field trips from this budget, but co-curricular activities are limited. Sports activities are scheduled through private clubs or as physical education courses. Each college also has a registrar's office which provides class scheduling, transcripts and other documentation such as 'student books'. Student governments do exist in Bulgaria and, while they have little political power, they do organize events around the country to unite students from various universities.

Issues and challenges for student affairs/services

The lack of a local professional network can be extremely challenging. While email, on-line journals, and listservs are valuable resources, they cannot replace face-to-face

contacts for inspiration and insight. This lack is exacerbated by the increased costs of attending professional conferences and workshops in the United States due to the rising costs of international travel.

Websites of student affairs/services professional associations/organizations

There are no student affairs associations in Bulgaria at this time. Some websites that may be of interest are:

- The American University in Bulgaria - www.aubg.bg
- European Association for International Education (EAIE) - www.eaie.org
- Erasmus - http://ec.europa.eu/education/programmes/lip/erasmus/index_en.html
- Association of American International Colleges and Universities (AAICU) - www.aaicu.org

Canada

Robert Shea

Background information on student affairs/services

Student affairs and service programmes in universities throughout Canada formally began in the mid 1940s. Prior to this student services were coordinated by housing professionals, the registrar and individuals whose titles varied - but were predominantly entitled dean of men or dean of women. For purposes of this report higher education is defined as those formal programmes that occur in formally recognized post-secondary institutions.

The community college structure has also enjoyed the expertise of student service professionals beginning in the early 1960s. Currently Canada has over 90 universities and affiliated colleges and over 100 community colleges and institutes.

Typical services and programmes offered

The services traditionally offered on college and university campuses in Canada include: housing, counselling, registrar, recruitment, enrolment management,

chaplaincy, student success, student judicial affairs, disability, career development, cooperative education, health, scholarships and awards, aboriginal services, ancillary services and athletics. Variations in each of these services will depend on the culture and history of the institution.

Qualifications/training of staff

Student service professionals have a myriad of qualifications which predominantly depends on their area of expertise. The majority of professionals have a bachelor's degree at a minimum. Many have further education at the master's and doctoral level. Prior to 2007 there was only one graduate-level preparation programme in Canada. There is currently a trend towards having senior student service administrative positions require a doctoral degree and be appointed from within the professoriate.

Organizational structure of student affairs/services

The organizational structure varies within each university and college. Position titles include associate vice president (students), vice-provost (students), dean of students, director of student services. There appears to exist a movement to ensure the portfolio is included as part of the president's senior executive. Hence, the title of vice-president (students) is gaining popularity. The majority of positions report to the vice-president (academic) or chief academic officer or the president and vice-chancellor.

Issues and challenges for student affairs/services

The field of student services is increasing in visibility on university and college campuses across Canada. There appears to be an interest in building on the strengths of student service professionals to engage in enrolment management activities that enhance student recruitment and retention activities. There is also an interest in focusing on the co-curricular learning needs of students.

It appears that the student demography in Canada is changing with more adult learners returning to campus and increasing students presenting physical and mental health issues enrolling in academic programmes.

Websites of student affairs/services professional associations/organizations

The only umbrella student service organization in Canada is entitled the Canadian Association for College and University Student Services (CACUSS). CACUSS represents over 1,100 student services professionals. (www.cacuss.ca)

The following divisions are included under that umbrella: Canadian Academic Integrity and Student Judicial Affairs (CAISJA); Student Affairs and Services Association (SASA); Canadian University and College Counselling Association (CUCCA); Canadian Association of Disability Service Providers in Post-Secondary Education (CADSPPE); and National Aboriginal Student Services Association (NASSA).

Websites with links to student affairs publications and research

Publications have been made available by the CACUSS at the following website. These publications include an annual magazine, monographs and position documents.

- <http://www.cacuss.ca/en/16-publications/index.lasso>

China

Professor Zengyu

Background information on student affairs/services

China has a total of 1,867 regular universities, of which 720 are undergraduate, four-year-institutions, and 1,147 advanced professional institutions, typically three-year colleges (2006 data). Among regular universities, 450 offer graduate degrees and 317 are research institutions offering graduate studies. There are also 444 universities for non-traditional (adult) students. The total number of students in all educational institutions is over 25 million.

The education¹³ and management of students and services are known in China as 'student work'. The term 'student affairs administration' is a relatively new concept in Chinese higher education, though many Chinese universities use 'student work' and 'student affairs' interchangeably.¹⁴ Student affairs administration is shared among the

¹³ Generally in political and ideological education, or known as 'moral' education.

¹⁴ For consistency, 'student work' (as an 'administrative unit' at the university level) will be used throughout the rest of this document.

offices of 'student management' (involved in 'moral' education), 'educational auxiliaries' (similar to 'academic support' provided by schools, colleges or faculties in the universities) and logistics department (equivalent to auxiliary services in the United States, such as 'dormitories', campus maintenance, housekeeping, public safety, etc), with designated individuals in charge of each office.

Typical services and programmes offered

Services mainly include: learning support, dormitory and dining, financial aid (mostly in the form of bank loans), physical education and medical health, psychological counselling, career development, student entrepreneurship support, management of student organizations, etc.

Qualifications/training of staff

The minimum requirements to be a student affairs staff member include at least an undergraduate degree and a relevant professional ('on the job') training and experience in student work. Some staff members have master's or doctoral degrees in a related field. Staff members who work in health care and psychological counselling are required to have appropriate credentials. Other areas of services also require relevant professional training. There are currently no formal academic degree programmes that offer training in student affairs administration as a career profession.

Organizational structure of student affairs/services

In a university, there usually is a university-level leadership group or 'administrative unit' for student work. One of the senior university administrators such as the vice-secretary¹⁵ assumes the role as the director of student work. Staff members who are responsible for various offices or departments within student work report directly to the vice-secretary. Normally, student work includes the following offices, departments or centres: office of student affairs, office of academic affairs, department of logistics or logistic service centre, psychological counselling centre, financial aid centre, career development centre, etc.

¹⁵ Vice-Secretary (of the Communist Party) is a title equivalent to 'Vice-President' in the United States.

Issues and challenges of student affairs/services

The development of student work management follows the development and transformation of Chinese higher education beginning in the late 1980s and early 1990s. It has gone through a long period of gradual development and perfection. However, generally speaking, 'student affairs administration' is still a relatively new concept and its practice is still in its early stages. A modern advanced level of student work or student affairs administration, in both theory and practice, needs to be promoted further, especially in the development of value-added services to students.'

Websites of student affairs/services professional associations/organizations

There is no national professional association of student affairs. However, regional or provincial student services practitioners have been known to meet on an ad hoc basis to exchange ideas and form networks of support. Some student-services-related organizations and Chinese government websites are listed below.

- Chinese University Graduates Employment Service Information Network
<http://www.myjob.edu.cn>
- National Student Financial Assistance Administration Center Network
<http://www.xszz.edu.cn>
- Chinese Higher Education Student Information Network
<http://www.chsi.com.cn>
- Student service websites that can be found at most university websites.
- Chinese Education and Research Network
<http://www.edu.cn/HomePage/english/index.shtml>
- Ministry of Education (English)
<http://www.moe.edu.cn/edoas/website18/en/index.htm>

Websites with links to student affairs publications and research

There are monographs and research papers on student affairs administration published in academic journals (mostly in Chinese), and more and more specialized scholars, experts and professors are now engaged in research on the administration of student affairs in China.

Hong Kong (SAR, China)

Lai Kwok Hung

Background information on student affairs/services

Eight of twelve degree-awarding public higher education institutions are funded through the University Grants Committee (UGC). In 2006/2007, UGC-funded institutions accounted for 5.6 per cent of the total government expenditure, or 24.1 per cent of the total expenditure on education. Since 2003, the Government provided matching grants to broaden the funding sources of these UGC-funded institutions and strengthen their fund-raising capabilities. Only about 18 per cent of students between the ages of 17 and 20, or around 15,000, were successful in entering first-year-first-degree places in these institutions. There are 51,000 undergraduate and 10,000 post-graduate students.

The transfer of Hong Kong sovereignty to the People's Republic of China in 1997 accelerated the linkage with China and an influx of students from China. Non-local students accounted for 4 per cent of all undergraduates in 2005/2006 and 6 per cent in 2006/2007. The Government is preparing to further increase the admission quotas and introduce measures to facilitate local employment of graduates in order to enhance the status of Hong Kong, China, as an education hub that brings young, new and high quality talents into the region's population.

Typical services and programmes offered

Student affairs emerged as a defined area of work in universities in the early 1970s. All student affairs offices facilitate student learning and development. They also provide health services, guidance and counselling, career and employment services, financial assistance and scholarships, sports and recreation, student amenities, residential halls and food service, co-curricular activities, leadership development and support for students with disabilities, student organizations and international students. Cross-institutional collaboration is extensive through joint programmes, inter-varsity competitions, a job-search database system, award schemes, summer internship projects, work groups on special topics, etc. A shift from 'management and service' to an emphasis on 'whole-person development' of students is continuing. There is a growing focus on the education role of student affairs practitioners, as they partner

with faculty members in facilitating integrated learning of students, and an increasing emphasis on using various outcome-based assessment tools for quality assurance and service improvement.

With the impending introduction of the new senior secondary school curriculum and the transformation of undergraduate studies from three to four years in 2012 (known as the '3-3-4' academic structure), local universities are working towards new directions such as re-structuring their curricula, in view of globalization and internationalization, to be more multidisciplinary with greater emphasis on core curriculum or general education. There is a trend for faculty to play a more active role in transforming co-curricular activities into academic requirements or credit-bearing modules, such as service learning and transferable skills training. Student affairs offices are expected to work collaboratively with academic departments to launch these activities. All such changes have great implications for the direction of student affairs and the roles it played within higher education institutions.

Qualifications/training of staff

Student affairs personnel have a diverse educational background. More and more current practitioners possess higher degrees in social work, education, counselling, management, social policy, public administration, languages, law or other social science disciplines. Staff serving in counselling and physical education have relevant qualifications specific to their fields of practice, such as social work, counselling, sports and recreation management. More and more certified clinical psychologists work collaboratively with other student affairs practitioners in teams. Though there are no formal academic preparatory programmes in student affairs, certificated courses, educational seminars, study tours, conferences, staff attachment and specialized training on specific topics are offered by the Hong Kong Student Services Association (HKSSA) and the Asia Pacific Student Services Association (APSSA) regularly to enhance professional growth and development of practitioners.

Organizational structure of student affairs/services

As universities are restructuring themselves to meet with challenges of the new '3-3-4' academic structure, some offices of student affairs are transforming themselves and undergoing service integration and introducing new services, such as support for

international students or strengthening internship programmes. As heads of student affairs offices retire, there is a tendency to appoint senior academic staff to serve as dean of students to advise the educational leader of the institution on policy formulation, resource allocation and development strategies for supporting students. The 'dean' may either serve as head of various sections of the office, or delegate this administrative role to a 'director', with assistant or deputy directors responsible for specific student service areas. As residential life is considered a very important part of university education, the government has recently allocated additional resources to expand residential facilities for students. In general, academic staff members are usually appointed as hall wardens, with university staff or post-graduate students appointed to be tutors or senior tutors to take care of hall residents.

Issues and challenges for student affairs/services

Changing student profile due to rapidly increasing non-local students has called for 'local adjustment' programmes and 'special student support services', especially the provision of additional student residences. Resource increase usually lags behind the introduction of new services. There is also a quiet and progressive move into a 'modern' personnel management system within which staff salaries are pegged at market rate. Again, there is usually a time gap of over one year. New staff members are recruited on a low salary scale which has been difficult to keep pace with market rate in the private sector. The departure of experienced staff, exacerbated by quick turnovers of new staff has resulted in continuous recruitment and re-juggling of job portfolios.

Websites of student affairs/services professional associations/organizations

The HKSSA (<http://home.ust.hk/~hkssa/>), officially formed in 1983 with members from nearly all tertiary education institutions, provides a platform for intervarsity collaboration and staff development. Five years later, the Association took the lead to organize the first Asia Pacific Student Affairs Conference which led to the formation of the APSSA (<http://home.ust.hk/~sanet/apssa.htm>).

Ecuador

Jessica del Carmen Benites Ronquillo

Background information on student affairs/services

Ecuador has 69 higher education institutions among them polytechnic, private and public universities. In addition, there are 421 higher technical institutes, technical and pedagogical centres, and conservatories in Ecuador. These institutions offer technical careers with professional degrees. The student services/affairs department is known as student support (*bienestar estudiantil*). It started in the 1980s with the objective of offering support services and programmes to the students.

Typical services and programmes offered

The typical services are summarized in six groups: 1) financial aid: scholarships based on needs or scientific, cultural and sport merit, and student loans; 2) health centres: medical-dental services; 3) academic support: professional orientation, psychological counselling, partnerships with international universities for student exchange programmes, internships, library, labs, computer and language labs, internet, conference rooms and community schools; 4) sports and recreation: sports fields, recreational facilities, sauna, gyms and hydro-massage; 5) student life: discounts in bookstores and airline tickets, transportation, housing (on campus for a few qualified families), life and accident insurance, copy centres, cafeteria, and parking; and 6) professional development: centres for teaching, research and production, workshops, art and sports schools, access to graduate school and revalidation.

Qualifications/training of staff

Most of the polytechnics, universities and higher education institutes have trained staff to meet the needs of the students. The Departamento de Bienestar Estudiantil may be under the responsibility of a director, dean or vice-president, depending on the institution. There is no professional organization or association dedicated to the training or exchange of experiences in this field.

Organizational structure of student affairs/services

The private universities and polytechnics are better organized than others institutions. Their organizational structure allows qualified staff to perform their duties where they can be of better service. The student leadership is elected by popular vote of the student body. They voice the needs of the students to the administration and sometimes assist organizing activities.

Issues and challenges for student affairs/services

The institutions seek to satisfy the needs of the students as well as the need for academic excellence through the completion of projects. It is not always possible because, even though they request reimbursable or not reimbursable resources from state agencies, they do not get the collaboration of the administration to support these types of initiatives. As a result, those responsible for advancement of projects get discouraged. It is a challenge working with politicized student organizations. There has been an improvement in the relationship among administrators and students, but there is still much to do.

Websites of student affairs/services professional associations/organizations

There is no professional organization concerning student services/affairs at this time in the country. The higher education institutions get the experiences from other countries and adapt them to their reality. They are always available to cooperate and talk about new initiatives.

Finland

Ulla-Mari Karhu

Background information on student affairs/services

In Finland, there is no national umbrella organization for student affairs/services. The student services operate under several laws and ministries. They are organized by various independent organizations.

- The Social Insurance Institution of Finland (Kela) provides student financial aid.
- Student restaurants receive a student meal subsidy from Kela.

- The local student housing organizations accommodate students.
- The Finnish Student Health Service provides health and medical care including mental health, as well as dental care services for students enrolled at universities and tertiary-level science and arts schools.
- Students' child care and services for students with disabilities are organized by municipal services.

Typical services and programmes offered

Student financial aid is made of three parts: study grant, housing supplement and study loan.

Student accommodation is typically a two-or-three-student apartment, where each tenant has a room of his/her own; kitchen and bathroom are shared. There are also studios. Small apartments are available for students with families.

Qualifications/training of staff

Student services personnel are mainly administrators with relevant qualifications specific to their fields of practice. Depending on their working areas, they have either a university degree or a specific vocational training. There are no formal student affairs generalist academic preparation programmes.

Organizational structure of student affairs/services

The Social Insurance Institution of Finland operates under the supervision of parliament. It provides basic social security for all persons resident in Finland, among these tasks is student financial aid.

The student housing organizations are local, independent foundations or municipality-owned companies. They have student accommodation in 22 cities. They have a national-level umbrella organization, the Finnish Student Housing (FSHS) is a nationwide organization with offices in 16 Finnish cities.

Issues and challenges for student affairs/services

- Internationalization - the consequences of internationalization are not quite clear. How to cope with foreign students?

- The future of smaller universities in Finland - there is a strong tendency to close down smaller units and form more efficient universities

Websites of student affairs/services professional associations/organizations

- Student Financial: www.kela.fi
- Health Services: www.yths.fi
- Accommodation: www.soa.fi

Websites with links to student affairs publications and research

- www.minedu.fi
- www.otus.fi

France

Centre national des œuvres universitaires et scolaires (CNOUS)

Centre régional des œuvres universitaires et scolaires (CROUS)

Lucie Stepanyan

Background information on student affairs/services

Under the supervision of the Ministère de l'enseignement supérieur et de la recherche, the Centre national des œuvres universitaires et scolaires (CNOUS) manages the Centre régional des œuvres universitaires et scolaires (CROUS) network. Its objective is to provide all students with equal access to higher education and an equal opportunity for success, by lending support to their everyday activities.

Born of student initiative, the university social services network took its current form under the law of 16 March 1955. The social services network predated the government's activity in the domain of social aid to students. From this beginning, the network of university social services has built a strong identity based on its core values of justice, equality and sharing.

Typical services and programmes offered

Typical tasks of the network are: social work, grants (grants based on social or university criteria and study grants), cultural and student initiatives; international (14,137 foreign students holding grants managed directly by the CNOUS/CROUS network); housing (for 155,000 students); food services (55.1 million meals served in 2006). The comprehensive regional coverage allows a local response to user needs and constitutes the core of a network of university social services.

At the national level, the CNOUS regulates and oversees the network and contributes its expertise to projects. It promotes the sharing of experience, the modernization of management, and the allocation and optimization of resources. It seeks dialogues with employee representatives and students, and it is responsible for monitoring the results of policies financed by the French government on a nationwide basis. The CNOUS supervises foreign grant holders for the Ministère des affaires étrangères and it mobilizes foreign investment sources to create programmes of foreign government education grants. It negotiates projects in partnership with universities for the development of student life services.

Qualifications/training of staff

Student services personnel are civil servants (2,700) of the administration of the Ministry of Education recruited by competition and contract employees of public law (9,300). On the local and national level, the social services network organizes training at different levels for these employees. The directors of CROUS are appointed on decree of the Minister for a twice renewable mandate of three years (maximal mandate: nine years).

Organizational structure of student affairs/services

National level: the CNOUS is a national independent public establishment with a civil and financial orientation. The CNOUS administrative council is the institution's deliberative body. It defines the general policies of the network, assures the distribution of CROUS budget allocations, and accepts and distributes donations, bequests, subsidies and other aid intended for the development of centres. The Prime Minister names the director of the CNOUS for a period of three years at the recommendation of the minister of higher education.

The CNOUS administrative council has 27 members.

- The President: a leading figure in the field, well qualified, named by the minister of higher education.
- Eight civil servants representing the national government, of whom four are designated by the minister of higher education and four are designated respectively by the budget, housing, social affairs and foreign affairs ministers.
- Eight elected student representatives.
- Three representatives of CNOUS' and CROUS' personnel designated by the most representative employee unions.
- Three university presidents or directors of establishments of higher education, of which one is from a private institution.
- Four qualified representatives of whom two are chosen from a list proposed by the student representatives.

Local level: the local network includes 28 regional centres (CROUS: national public administrative institutions) located concurrent with regional education authorities (*académies*). They are 16 local centres (CLOUS) and over 40 specialized branches that bring services directly to students. Each CROUS takes charge of all the students who study within the region of its *académie*.

Each CROUS is headed by a civil servant named by the minister of higher education who implements the resolutions of the CROUS administrative council. This administrative council is chaired by the *Recteur de l'académie* who is the head of the regional educational administration. The council includes seven representatives of the national government, seven elected student representatives, three representatives of CROUS employees, one representative of the regional government, two university Presidents (or directors of *Grandes Écoles*) and four representatives chosen by the *Recteur* for their abilities.

There are nearly 12,000 employees in the network (national and local level). The CNOUS/CROUS annual budget for 2006 was €1 billion, of which 66.10 per cent was its own funds.

Issues and challenges for student affairs/services

Student housing: following the report *Plan Anciaux* about the modernization of student housing: 50,000 new places will be built by 2015 and 70,000 places will be renovated. Research is carried out on innovative solutions to finance of student housing. Regarding the internationalization of higher education, the CNOUS is a member of the new agency CampusFrance, founded in 2007. The creation of CampusFrance is part of an ambitious public policy to enhance the attractiveness of France in the field of higher education. CampusFrance facilities were created in France as from 2007, which will result in higher quality services for foreign students after their arrival in France.

Cooperation with universities: partnerships are being developed with universities and the local government in the framework of the new global organization of the cooperation among universities. The position of the CNOUS in the context of the increasing autonomy of universities is in evolution. There is a tendency to a stronger coordination or even breakthrough integration with universities.

Websites of student affairs/services professional associations/organizations

- Homepage of the CNOUS with link to the 28 local CROUS:
<http://www.cnous.fr>

Websites with links to student affairs publications and research

- Homepage of the Observatoire national de la Vie Etudiante (OVE):
<http://www.ove-national.education.fr>
- Homepage of CampusFrance: <http://www.campusfrance.org>
- Homepage of the Ministry of Higher Education and Research about the last reforms: <http://www.nouvelleuniversite.qouv.fr>
- Homepage of the Ministry of Higher Education and Research:
<http://www.enseignementsuprecherche.qouv.fr>

Germany

Deutsches Studentenwerk

Danja Oste

Background information on student affairs/services

In Germany, the local *Studentenwerke* (STW, student service organizations) perform public responsibilities related to economic, social, health-care and cultural support to all students. These organizations are completely autonomous and fully independent from the higher education institutions which they serve, unlike colleges and universities in Anglo-Saxon countries, where these responsibilities are carried out by departments that are an integral part of the respective university or college.

The STW emerged after the First World War from the students' mutual aid initiatives. With the support of the industry they founded student houses, restaurants and loan societies, and arranged for factory work to alleviate economic hardship. Today, there are 58 local STW in charge of 2 million students enrolled at about 370 higher education institutions. Hence, many STW are simultaneously responsible for several higher education institutions and, in some cases, for institutions at various locations.

The mission of the STW is to contribute substantially to the realization of equal opportunities. In collaboration with the higher education institutions and the university towns, the STW strive to improve the social framework conditions for higher education study.

The *Deutsches Studentenwerk* (DSW) is the voluntary national umbrella organization of the 58 STW.

Typical services and programmes offered

Typical tasks of the local STW are: student housing, student restaurants/cafeterias, financial aid (administration of the Federal Educational Assistant Act), advisory services (for psychological problems, and social and legal counselling), guiding and counselling centres for students with disabilities, international students, cultural activities, day care centres for children, etc.

On the national level, the DSW supports and coordinates the work of its members. Its main tasks are to organize the exchange and flow of experience between the local STW and to safeguard the social-economic policy interests of all students.

Qualifications/training of staff

Student services personnel are mainly administrators with relevant qualifications specific to their fields of practice. Depending on their working areas they have either a university degree or did a specific vocational training (e.g., chef of the student restaurants). There are no formal student affairs generalist academic preparation programmes.

DSW supports the STW either collectively or individually by organizing special conferences, compiling working aid, publishing information material, and carrying out initial and continuing education and training.

Organizational structure of student affairs/services

Local level: The STW are mainly independent statutory bodies of the 16 federal states (*Länder*). Their organizational structure is slightly different from federal state to federal state. In general, the STW have three governing bodies: the executive director, the board and the administrative council. Traditionally, students and professors are represented in the board as well as in the administrative council. Representatives of public life are often been part of the council. The executive director is elected by the council and appointed after confirmation by the respective minister. In total, the local STW employ some 15,000 people (45 per cent part-time staff).

National level: The DSW has three executive bodies: the members' assembly, the executive board and the secretary general. The members' assembly is composed of representatives of the 58 STW and meets annually. The Board, elected by the Members' Assembly, is comprised of 3 professors, 3 executive directors of the local STW and 3 students. The board nominates the secretary general who assumes the executive responsibility and heads the national office with staff of some 45 people.

Issues and challenges for student affairs/services

- *Decreased public subsidies:* The public subsidies earmarked to the STW have been constantly decreasing over the past 15 years

- *Changing demand:* On the one hand, institutions of higher education demand a broader range of services and support of their individual profiles and missions. On the other hand, students demand stable prices and fees as well as improvement of services. STW are challenged to become service provider for students and higher education institutions.
- *Need to become competitive:* STW need to amplify cooperation with higher education institutes, local authorities, enterprises and companies, and need to diversify their business areas.
- *Housing:* In some regions less than 10 per cent of students can get accommodation in student residences. There is a lack of about 21,000 student rooms. Aggravation of this problem is expected due to the possible increase in number of those qualified to enter higher education.
- *Internationalization of higher education:* The Bologna process aims to establish a European Higher Education Area by 2010. The overall success of the Bologna process not only depends on the implementation of comparable study structures and excellent academic/research facilities but also on the provision of adequate infrastructural conditions.

Websites of student affairs/services professional associations/organizations

- Homepage of the Deutsches Studentenwerk with links to the 58 local Studentenwerke
<http://www.studentenwerke.de/>
- Homepage of the European Council for Student Affairs (ECSTA) with links to its European member organizations
<http://www.ecsta.org/>

Websites with links to student affairs publications and research

- Access to some research projects in the 'publication' section of the ECSTA homepage: <http://www.ecsta.org/>

India

Rahul Choudaha

Background information on student affairs/services

With more than 10 million students enrolled in over 18,000 higher education institutions, India's higher education system is the third largest in the world, after China and the United States. Despite the size of the Indian higher education system, the concept of formal student affairs offices is a recent trend. Student services are more prominently provided in professional schools rather than at the university-wide level.

Typical services and programmes offered

Advancement in student services in higher education has been largely restricted to business schools. After the liberalization of India's industrial sector in 1991, business schools became professionalized. However, student services in most of the business schools are still limited to career employment and housing services. Student affairs gained momentum in 2001 with the start of the Indian School of Business (ISB), Hyderabad, in collaboration with global business schools. Student services at ISB include fund-raising and event support to student organizations, student counselling and health services.

Qualifications/training of staff

Student services administrators generally have at least a bachelor's degree. There are hardly any formal student affairs professional preparation programmes. Managers from other service-based industries learn and adapt to the needs of the student affairs profession. As a result, there is a need to offer professional education programmes to train student affairs administrators.

Organizational structure of student affairs/services

Since the concept of 'student affairs' is fairly new in India, senior positions such as the dean of students are non-existent. The head of career services usually reports to the head of an academic department or institution. All other student services report to the administrative head of the institution.

Issues and challenges for student affairs/services

Student services as a profession in India is at its nascent stage and considered auxiliary. Neither the institution nor students have high expectations for services. In general, there is a lack of recognition of the value-added services through student development programmes. Funding is a major constraint since public universities charge very low fees. Offering student services beyond the curriculum is quite a challenge. Private universities are more receptive to offering services as they compete for students with a marketplace mindset.

Out-of-class learning experiences are also very limited. Student organizations are voluntary and get very little support from administration. Whatever little support is provided to students comes from career services as they see some value in events that develop students' leadership skills and provide visibility among prospective recruiters.

There is a need for major intervention and support from global student affairs associations such as NASPA and others to start chapters in India.

Websites of student affairs/services professional associations/organizations

Currently there is no professional association/organization catering to the needs of the student affairs administrators. There are few programmes that prepare professionals for education administration in general. Two websites that may be of interest are:

- National University of Educational Planning and Administration -
<http://www.nuepa.org/>
- Post-graduate diploma in Education Management by Narsee Monjee Institute of Management Studies (NMIMS) in Mumbai -
<http://www.nmims.edu/parttime.pgdem/>

Websites with links to student affairs publications and research

Little publication/research is done in the area of education administration in India. Specific research on student affairs is absent.

Ireland

Colleen Blaney

Background information on student affairs/services

The numbers of professionals employed in the student affairs and services sector have developed dramatically over the past two decades in Ireland. This is primarily explained by the increase of the number of students attending university-level education. The participation rate in higher education has consistently increased over the past decades. In 1980 the participation rate in higher education was 20 per cent; by 2004 it was 55 per cent. Since 1998, the number of students in undergraduate programmes increased by 20 per cent and in graduate programmes by nearly 50 per cent. Colleges and universities have responded to the increasing number of students by increasing the number of support staff.

Typical services and programmes offered

While there are increasing opportunities in student affairs in Ireland, the field is still quite limited to the relatively small number of institutions in which to work. The typical services covered include disability support services, international offices, student activities and sports, and student health. Chaplains of all faiths play important roles in supporting students at all public Irish universities. Many student residences are run by private companies; staff members in student residences are therefore usually not considered part of student affairs.

Qualifications/training of staff

Student services administrators generally have at least a bachelor's degree and many posts, such as careers advisers or counsellors require master's level degree qualifications. There are no formal student affairs professional preparation programmes, but many working in the field have qualifications in education, psychology, social work, counselling, guidance and related fields.

Organizational structure of student affairs/services

Nearly all Irish universities and colleges have a senior student affairs professional, such as a vice-president for students or dean of students. The senior student affairs

professional is nearly always a member of the academic faculty, from a variety of academic backgrounds, who has risen through the ranks of the university. The student affairs profession is still considered a new profession and there are very few opportunities at middle management level for those working in the area of student affairs to progress.

Issues and challenges for student affairs/services

Students from Ireland and the European Union, attending Irish universities, pay very little tuition; Irish universities therefore, do not always have large budgets dedicated to hiring more student affairs staff. Many in the profession find that they carry out a broader range of support and services, with fewer resources, than their counterparts in North America or the United Kingdom.

Broad changes in Irish society during the 'Celtic Tiger' years of the late 1990s have also brought challenges and opportunities for student affairs and services. As Ireland becomes more multicultural, the needs of 'the new Irish' and non-traditional students have come to the fore. The Irish government is actively pursuing increased access to higher education and is committed to increasing the numbers of mature students and students from lower socio-economic backgrounds in the university sector. This has led to an increase in resources for support services that serve these students. Many of the employment opportunities in student affairs are in the field of adult education and disability support services.

Websites of student affairs/services professional associations/organizations

- Confederation of Student Services in Ireland - www.cssi.edu.ie
- Graduate Careers Ireland (association of careers advisers) - www.gradireland.com
- Colleges and Universities Sports Association of Ireland - www.cusai.ie
- Association of Higher Education Access and Disability - www.ahead.ie
- The Please Talk Campaign (student support services nationwide) - www.pleasetalk.ie

Websites with links to student affairs publications and research

Little publication or research is done in the area of student affairs or student services. Research is limited to official reports and research carried out by the Higher Education Administration (www.heai.ie) and the Institutes of Technology Ireland (www.ioti.ie) on issues relating to students in higher education. Individual institutions have institution-specific research on a wide range of student affairs issues, particularly on student retention and access programmes for non-traditional students. The Confederation of Student Services in Ireland (www.cssi.edu.ie) keeps conference presentations on-line.

Israel

Menachem Kellner

Background information on student affairs/services

Student affairs provision at Israel's seven research universities is generally provided by the dean of students (typically an academic holding a three-to-five-year appointment) and by student unions which, at Israeli universities, function more like actual labour unions (negotiating with the administration over tuition, etc.) than do similar bodies in North America.

Typical services and programmes

The dean of students is typically responsible for financial aid, counselling services (psychological and professional), student housing and, in general, the welfare of the student body. Students with special needs are usually serviced through the office of the dean of students. Student unions generally provide services which include job hunting, cultural events and travel services. Both the office of the dean of students and student unions work towards the integration of minority students into university life.

Qualifications/training of staff

No specialized training exists for student affairs practitioners. Leadership positions are usually reserved for academics interested in working with student needs beyond the classroom.

Italy

Pietro Brandmayr

Background information on student affairs/services

In Italy, public responsibilities related to the economic, social, health-care and cultural support to all students are mostly performed by the *Regioni* or directly by some Universities. The regional administrations instituted local agencies or *Enti per il Diritto allo Studio*; a major agency is located in each provincial capital or in the regional capital city (e.g., Torino in Piemonte). These organizations are completely autonomous and fully independent of the higher education institutions that they serve, unlike colleges and universities in Anglo-Saxon countries, but their administration councils are composed of some university representatives and elected students. Recently, in some regions the student welfare activities have been incorporated into the respective universities (e.g., Lombardy, Milan); some private universities or technical universities manage their facilities directly, as is the case for some university campus facilities instituted by special national laws, e.g., the Centro residenziale of the University of Calabria. The mission of the *Enti per il Diritto allo Studio* is to contribute to the realization of equal opportunities. In collaboration with the higher education institutions and the university towns, the Associazione Nazionale degli Organismi per il Diritto allo Studio Universitario (ANDISU) strives to improve the social framework conditions for higher education study, according to the 390/91 Italian national law.

Today, there are more than 50 local *Enti* in charge of 1.8 million students enrolled at about 75 higher education institutions. Hence, many *Enti* are simultaneously responsible for several higher education institutions and, in some cases, for institutions at various locations.

ANDISU, a voluntary umbrella organization, coordinates the activities of all the agencies at national level.

Typical services and programmes offered

Typical tasks of the local *Enti* are basic student services, housing, student canteens/cafeterias, financial aid (administration of the student scholarships financed at regional, national and local level), financial aid for international student exchanges, advisory services (for psychological problems, social and legal counselling), guiding and

counselling centres for students with disabilities, job and placement orientation, cultural activities, etc.

On the national level, ANDISU supports and coordinates the work of its members. Its main tasks are to organize the exchange and flow of experience between the local *Enti* and to safeguard the social-economic policy interests of all students.

Qualifications/training of staff

Student services personnel are mainly administrators with relevant qualifications specific to their fields of practice. Depending on their working areas they have either a university degree or did a specific vocational training (e.g., chef of the student restaurants). There are no formal student affairs generalist academic preparation programmes.

ANDISU supports the *Enti* either collectively or individually by organizing special conferences, compiling working aid, publishing information material, and carrying out initial and continuing education and training.

Organizational structure of student affairs/services

Local level: The *Enti per il Diritto allo Studio* are mainly instrumental bodies of the 21 Italian *Regioni*. Their organizational structure is slightly different from region to region. In general, the *Enti* have three governing bodies: the president, the executive director and the administrative council. Traditionally, students and professors are represented in the administrative council. Representatives of public life are often been part of the council. The executive director is designated by the local government, accordingly with the Rectors of the Universities. In total, the local *Enti* employ some 3,500 people.

National level: The ANDISU has four executive bodies: the members' national assembly, the executive board, the president and the secretary general. The members' assembly is composed of representatives of the 50 *Enti* (president and director of each agency) and meets twice in the year. The board, elected by the members' assembly, is comprised of 5 presidents, 5 executive directors of the local *Enti* and by the president and secretary general. The board nominates the secretary general who assumes the executive responsibility.

Issues and challenges for student affairs/services

- *Low public subsidies:* The public subsidies earmarked to the ANDISU institutions have been constantly too low or increasing very little over the past 10 years
- *Changing demand:* On the one hand, institutions of higher education demand a broader range of services and support of their individual profiles and missions. On the other hand, students demand stable prices and fees as well as improved services. ANDISU institutions are challenged to become service providers for students and higher education institutions; a new law proposal has been forwarded to the Ministry for University and Research.
- *Need to become competitive:* ANDISU needs to increase cooperation with local authorities, municipalities, enterprises and companies and to diversify business areas.
- *Housing:* At national level less than 5 per cent of students can get accommodation in student residences. There is a shortage of about 100,000 student rooms. Aggravation of the problem is expected due to possible increase in number of persons qualified to enter higher education.
- *Internationalization of higher education:* The Bologna process aims to establish a European Higher Education Area by 2010. The overall success of the Bologna process depends not only on the implementation of comparable study structures and excellent academic/ research facilities but also on the provision of adequate infrastructural conditions.

Websites of student affairs/services professional associations/organizations

- Homepage of ANDISU with links to the 50 local *Enti* (local agencies): <http://www.andisu.it/>

Websites with links to student affairs publications and research

Access to some research projects in the 'publication' section of the ECSTA homepage: <http://www.ecsta.org/>

Jamaica/Trinidad and Tobago

Thelora Reynolds

Background information on student affairs/services

The University of the West Indies (UWI), a regional institution, has the greatest impact on the development of student services in the Caribbean. The concept of the role of institutions of education in producing well-rounded students is not new to the Caribbean, but an academic approach to the delivery of intentional effective learning programmes is relatively new. In 1990, a Department of Student Services was established on the Mona campus, Jamaica, and in 1993 on the Cave Hill and St. Augustine campuses in Barbados and Trinidad and Tobago respectively. In 1996 a professional organization - the Caribbean Tertiary Level Personnel Association (CTLPA) - was established as an International Division of the American College Personnel Association (ACPA).

The history of student services is closely associated with the evolution of higher education, which includes universities, teachers' colleges and community colleges. The stages of the development of student services in each type of institution are functions of the institutional type - universities versus colleges; the institution's size - large universities versus small colleges; sources of funding - public versus private; preparation of the student services/affairs personnel; and characteristics of the students.

Typical services and programmes offered

The programmes and services vary according to the five factors identified above. Services vary from senior management functions, including policy formation and implementation, to managing functional areas - sports, placement, careers, residence halls, disabilities, orientation, financial aid, off-campus housing, programme management, facilities management, health services, counselling services, clubs and societies, student government, peer advising, first year experience, leadership and mentorship programmes, and international students' centres. All the named services and programmes are not offered in any single institution.

Qualification/training of staff

At the UWI, heads of student services -directors - must have at least a master's in a field of administration. However, one director holds a Ph.D. in Higher Education. In

other institutions, the head must have at least a first degree and a teacher's diploma. Counsellors and sports personnel have qualifications specific to their field of practice. In 2006, Mona introduced the Master's in Higher Education - Student Personnel Administration. The first batch of graduates prepared in the Caribbean was in 2008. The professional development of student services professionals is facilitated through local seminars and workshops, regionally through CTLPA and internationally through ACPA and NASPA.

Organizational structure of student affairs/services

The organizational structure of student services relates to the five factors articulated earlier. In some institutions, the head of student services has the designation of director. Others are titled vice president and, in small institutions where there are no structured departments, the designation of the heads is reflected in the functional area - e.g., sports director or placement officer - and the head answers to the institution's head. At Mona the director is a member of the campus management team and answers to the head or deputy head of the institution. The director heads a department comprising a number of units, each headed by a student services and development manager who has responsibility for an administrative staff, the physical plant and the financial aspects of the unit. The units include - student residence, student government, development programmes, service learning, career services, sports and clubs, and societies.

Issues and challenges for student affairs/services

Many faculty members and some administrators are still struggling with the level of importance to be placed on student services. Resource allocation is also a major challenge. Financial constraints challenge policy-makers with the decision as to the amount of resources that can be diverted to student services.

Most of the available literature was developed and tested in the United States and may not be totally applicable in the context of the Caribbean. Motivating Caribbean student services professionals to engage in research and publications remains challenging. Accessing the Master's in Higher Education - Student Personnel Administration is challenging. Although the programme is web-based, the economic cost of accessing the programme prevents many who would like to read for the degree from registering.

Websites of student services/affairs professional associations/organizations

Many student services departments in higher educational institutions have their own websites. The website for the professional organization CTLPA is www.ctlpa.org.jm and for the Office of Student Services and Development www.uwimona.edu.jm/oss.

Japan

Yuko Omata

Background information on student affairs/services

Student affairs programmes and management in higher education in Japan is modelled after the United States. In 1958, the Student Welfare Council of the Education Ministry published a policy white paper addressing the importance of extracurricular programmes in developing students' personalities. However, many Japanese universities continue to be faculty-centred and extracurricular programmes are thought to complement the academic curriculum. In 2000, the University Council of the Education Ministry (now the Ministry of Education, Culture, Sports, Science and Technology) published a report requiring universities to become student-oriented and to accept the value of co-curricular programmes.

Typical services and programmes offered

Services and programmes include advising student organizations, organizing student activities, services in student counselling, careers and employment, student housing, international student, sports and recreation, student health, orientation, peer-mentoring, financial aid, campus amenities, students with disabilities, cultural events, school festivals, self-development seminars and freshmen camps. Student cooperatives that are not part of the university have traditionally undertaken student welfare and amenities such as operating the bookstore, cafeteria, housing services, insurance business, etc. as well as administering student affairs programmes. However, recently, the number of universities that establish their own enterprises as part of the university organizational structure to deal with these student services is increasing.

Qualifications/training of staff

The concept of a 'student services professional' does not exist in Japanese universities. It is fairly common to impose personnel changes of administrative staff within a university. Administrators generally have at least one university degree and some of them have master's or doctoral degrees.

Organizational structure of student affairs/services

Typically, the head of a student affairs operation is a dean of students and a faculty member who most often reports to the president. It is not uncommon for the dean of students to also hold the position of vice-president. Reporting to him/her are often several sections including student life, housing/accommodations, financial aid, sport/recreation and counselling.

Issues and challenges for student affairs/services

Student services work has not been given much priority by the academic side of university. This changed after the 2000 report mentioned earlier. The Good Practice Support Program for Distinctive University Education was initiated by the Ministry of Education, Culture, Sports, Science and Technology in 2003. The Ministry selects special examples of excellence in university education and provides subsidies to exemplary universities. Selected programmes are published and introduced in various forums so that other universities may learn from the best practices. These programmes have made a great impact upon Japanese university education including co-curricular programmes in student affairs.

In Japan, total collaboration and integration of curricular and co-curricular activities has not been well developed. However, many educations are beginning to realize the importance of collaboration between student affairs and academic affairs. In some universities, student affairs have started unique student development programmes that build campus communities by working closely with faculty members.

Websites of student affairs/services professional associations/organizations

The Japan Student Services Organization (JASSO) was established in 2004 by unifying the Japan Scholarship Foundation, the Association of International Education, Japan (AIEJ), the Center for Domestic and Foreign Students, the International Student Institute and the Kansai International Students Institute.

- http://www.jasso.go.jp/index_e.html

The National Federation of University Cooperative Associations (NFUCA) was established in 1958 and 214 student cooperatives are affiliated with this organization. NFUCA operates student bookstores, insurance business, housing services, management of cafeteria, student welfare programmes, etc.

- <http://www.univcoop.or.jp>

Websites with links to student affairs publications and research

- JASSO): http://www.jasso.go.jp/index_e.html
- Ministry of Education, Culture, Sports, Science and Technology:
<http://www.mext.go.jp/>
http://www.mext.go.jp/english/org/f_formal_22.htm (English page)
- Doshisha University (one of the major Japanese universities that are enthusiastic about student services): <http://www.doshisha.ac.jp/english/>

Kazakhstan

Steven Green and Janel Bayastanova

Background information on student affairs/services

In 2007, Kazakhstan had over 167 universities with a total of 717,000 students. Approximately one-third (53) are state universities with 390,600 students. Nearly 58 per cent are female and 42 per cent are male students. All universities are required by Kazakhstan legislation to follow the regulations of the Ministry of Education. However, supervision of these universities before 2007 was somewhat weak, leading to a plethora of institutions in terms of size and quality. In 2007 the Ministry of Education therefore began a series of steps to more closely supervise institutions of higher learning, leading to a 5 per cent reduction in the number of universities. Many closures were due to problems in quality. Over the next few years, the number of private institutions is expected to continue to decrease. This corresponds to a demographic downturn in the number of students completing secondary school,

directly related to the population losses and birth rate decline during the transition from the Soviet Union to an independent Kazakhstan. In 2006 approximately 230,000 students graduated from secondary schools, down from over 300,000 students in 2005.

Most universities and colleges in Kazakhstan do not have a separate division for student services. Student services are not as well developed as in western universities nor focused on the same issues, especially in state institutions. Most higher education institutions have student governments that represent student interests, but their level of development is less than in western institutions. Financial aid is not a significant issue at most institutions, given the low tuition rates. Exceptions to this are usually private institutions using a western model of education. In Kazakhstan there are several universities in this category, all at different stages of development. Two of the most advanced are Kazakhstan British Technical University (KBTU) and Kazakhstan Institute of Management, Economics and Strategic Planning (KIMEP). Both have student services divisions modelled somewhat on the western approach and include rather sophisticated financial aid programmes. Over 80 per cent of KBTU students have scholarships, mostly sponsored by one of the largest gas production companies in Kazakhstan. KIMEP has a more modest programme, but dedicates over 5 per cent of its budget to financial aid. Assistance comes in two forms. First, there are scholarships based on academic merit, sponsored either by the university or by outside companies. A second category is tuition discounts related to the socio-economic situation of the student (single parent, orphan, multiple siblings attending the university, etc.).

For all universities there is a limited number of government stipends offered to students at university/college level. These stipends are usually limited to \$1,200 per year and are distributed by the university/college to a handful of students at each institution. To ensure that some of the best students receive an education from some of the best institutions in the world, the government provides, on a competitive basis, full scholarships (Bolashak programme) on the graduate and undergraduate level to approximately 3,000 students. Most are studying in North America, Europe and China. These students are required to return to Kazakhstan and work for several years as a part of the conditions of this scholarship.

Typical services and programmes offered

In state-sponsored institutions, the Soviet model of education still prevails, including the areas of student services. The typical services most focus on the student cafeteria, cultural activities, student housing, student governments and sports programmes. Academic advising, peer assistance, financial aid, international student assistance and university preparatory programmes for study abroad are generally non-existent. Student cultural events are often limited and staged by the administration of the university. KIMEP and KBTU are the two most notable exceptions. KIMEP is clearly the most advanced in the area of student affairs in terms of its development. Financial aid is offered to students with high academic achievement through scholarships and tuition discounts are offered to those students from disadvantaged social-economic backgrounds. The latter programme is similar to work-study programmes found in the west where students receive a discount for a minimal number of hours of work at the university. There is a scholarship programme sponsored by private sector organizations and NGOs; however, this sponsorship covers less than 100 out of 5,000 students attending KIMEP. KBTU has an extensive scholarship programme covering approximately 80 per cent of its students.

Students are encouraged to plan and execute their own activities with the understanding that such participation takes their classroom training in management and financial planning into the real world. During the period of time when funding for such events was separated from the general university budget, student organizations and events have proliferated and led to a student population with a high level of satisfaction.

Organizational structure of student affairs/services

Student affairs is divided between two units, both led by a dean and both reporting directly to the president and executive vice president of the university. Under the dean of student affairs are student organizations, on-campus living facilities, sports activities, the medical centre and student organizations. Under the dean of enrolment management are financial aid, registrar, admissions and recruitment. Prior to June 2007, these two offices were consolidated under one dean. KBTU has a unified student services division that includes financial aid, admissions and student activities.

A medical clinic is required by the Ministry of Education for all large institutions. These services include emergency medical treatment as well as treatment for routine illnesses for both faculty and staff. The medical staff also is responsible for

implementing directives of the Ministry of Health with regards to problems with tuberculosis, requiring an annual x-ray of all students and staff, the implementation of quarantine orders during times of flu and other population-threatening diseases, and for ensuring that all sanitary conditions fulfil the requirements of the legislation of Kazakhstan.

Qualifications/training of staff

Kazakhstan's higher education system lacks well-trained individuals managing student affairs. What has occurred is an on-the-job training approach of individuals who are either familiar with higher education in Kazakhstan or with extensive experience as students or administrators in the United States, but not necessarily in the student affairs area. This has led to an evolution of these services as experience is acquired by those in the area.

Issues and challenges for student affairs/services

The largest challenge facing student affairs is the lack of staff training. This has meant that most professionals have been trained on the job. Drawing upon experiences of western universities, this has proven relatively successful at the two universities that have adopted this strategy, but the overall development of student services still lags behind the west. The system is plagued by a lack of student understanding of their role, an overly bureaucratic approach to financial aid and admissions, and an embryonic sports programme. It will take a decade or more to bring these services up to western standards.

Websites of student affairs/services professional associations/organizations

- Student government KIMEP - <http://www.kimep.kz/studentaffairs/government>
- Student organizations KIMEP - <http://www.kimep.kz/studentaffairs/organizations>
- KIMEP Createam Student Forum - <http://forum.createam.kz/>
- Financial aid, admissions and recruitment - <http://www.kimep.kz/>
- KBTU (less developed in terms of student services websites) - <http://kbtu.kz/>

Kuwait

Carol A. Ross

Background information on student affairs/services

Higher education has evolved in the state of Kuwait since the early 1960s after the founding of Kuwait University, the country's comprehensive state-supported public university. Public Authority for Applied Education and Training established in 1982 serves as the two-year public college for the country. Kuwaiti students attend the state-supported institutions free of charge. Within the past ten years, the government has provided licenses for numerous private universities and colleges. Thus far institutions are based upon the American and Australian models of higher education with more institutions to follow. The government of Kuwait provides a scholarship programme, full tuition, expenses and stipend, for talented students who have been accepted by universities in the United States, the United Kingdom and other foreign countries. With the licensing of private colleges and universities, similar scholarships are available to students to attend college in Kuwait. Private colleges and universities are monitored by the Private University Council which is a department within the Ministry of Higher Education. The prospective collegiate pool is expected to grow three-fold over the next years. There are no two student affairs programmes alike within Kuwait. The concept of student development is new with little understanding of its benefits. From a traditional division of student affairs excluding housing to a programme whereby a student committee working with the vice-president of student affairs plans the institution's student activities, each university provides a unique perspective of programmes and services for students.

Typical services and programmes offered

The structure and comprehensiveness of student affairs programmes and services are varied within the institutions of Kuwait. Each institution offers an iteration of the following programmes and services: admissions, registration services, student activities including co- and extra-curricular programming, counselling services, career services including counselling and placement, disability accommodations, housing, health services, outreach and events, alumni affairs, academic advice, retention initiatives, academic support, student media, sports and student associations. Most institutions focus on admissions, registration and student activities, particularly student government and athletics.

Qualifications/training of staff

The entry level minimum requirement for most positions is that of a bachelor's degree. Professional or leadership positions require a master's degree, for example counselling positions. In addition, at least one university provides staff members with professional development opportunities in the profession because many of the staff do not have degrees or experiences in higher education administration, student personnel or counselling. Such opportunities include participation in professional organization institutes such as the National Academic Advising Association, National Association of Student Personnel Administrators 'New Professionals Institute' or American Association of Collegiate Registrars and Admission Officers 'Registrar 101'. Staff also enrol in online courses that cover topics such as 'Admissions Manager 101', 'Exploring College Student Development Theories', and 'Advising Student Organizations'. Online courses have proven to be an invaluable asset in the training and development of new staff to the profession.

Organizational structure of student affairs/services

There is no typical operational structure for student affairs programmes and services in Kuwait. In most cases the chief student affairs officer reports to the president of the university or college. Whereas one model may be the traditional comprehensive model of programmes and services with directors of student life, admissions, registration, student success, alumni affairs and health services, reporting to the chief student affairs officer, another typical model has a chief student affairs officer with a student advisory committee that plans college activities and professional staff that provide counselling services, advice and language support. Another operational structure includes only the functions of admissions, registration and the student union. The philosophy of student affairs is new to Kuwait. As more western colleges and universities are opened, it is expected to see more traditional operational structures.

Issues and challenges for student affairs/services

The profession of student affairs focuses on the growth and development of individuals. The goal is to guide, introduce and prepare students for the global society. This includes not only addressing and supporting the academic integration of students but also the social integration issues such as emotional wellness, sexual identity, relationships, physical wellness, assertiveness, substance abuse, leadership and respect,

to name a few. The culture of Kuwait prohibits the openness and frankness of many discussions. Because the issues do not disappear, the way in which they are addressed must be done within a cultural context whereby it can be accepted. Separation and transition issues are equally as challenging. The influence of the parent is very strong, especially with female students. Parents will take responsibility or become more involved in the daily lives of students, thus delaying maturation when it comes to taking responsibility for one's actions. In addition, many young ladies are not able to take advantage of opportunities such as study-away, international internships or international competitions because they are not allowed to travel alone. It is not unheard of for a male relative or parent to travel with the student, thus not allowing them to fully partake in the programme. Kuwait has a law on segregation in higher education which is also very challenging for colleges and universities. Private institutions are licensed as co-educational entities. The law requires that institutions operate in a segregated manner in everything from curriculum to student activities to eating facilities, library and study space in a co-educationally developed environment. This has proven very challenging due to students' expectations of studying in a 'Western' environment, their feeling that they will not be prepared for the global society as well as their angst because their rights have been infringed upon. This is also challenging for the institutions particularly because of the burden on the resources and conflicting philosophies. Often, dual programmes have to be run in order to provide equal opportunities for participation or programmes will not be run at all. Cultural bias is an issue to be addressed. Student affairs prides itself on respect for diversity. In order to ensure students are provided opportunities to learn from other cultures, it is important to provide exposure to professionals of diverse backgrounds. This is a challenging notion because of the lack of qualified prospective personnel, cultural biases within the country and limited opportunities for exposure whether because certain cultures cannot afford the post-secondary institutions or because students cannot participate in educational travel opportunities that would immerse them in other cultures.

Websites listing student affairs/services professional associations/organizations

There is one university in Kuwait that is actively involved in professional associations. The American University of Kuwait has membership in the National Association of Student Personnel Administrators, the National Academic Advising Association, the American Counselling Association, the National Eating Disorders Association (NED Awareness Week), the National Career Development Association, the American

Association of College Registrars and Admissions Officers, and the National Association for Campus Activities. These associations provide an avenue to educate and train staff in the field of Student Affairs whether it be through webinars, conference or institute attendance or through peer contacts. The goal is to become more actively involved in professional organizations as a strategy for addressing the lack of master's degree programmes in the region. As the region becomes smaller, and colleges and universities begin to work more collaboratively, opportunities to address the knowledge gap in student affairs regarding issues related to student development in the Middle East can and will be more readily addressed. Through mentoring and student involvement in work-study and volunteer opportunities, it is hoped that more students see student affairs are a viable career option.

Lebanon

Wadad El-Husseiny

Background information on student affairs/services

In spite of its small population and geographical area, Lebanon is well known for its quality of higher education in the Middle East area. Currently Lebanon has 25 universities and colleges including one public university: the Lebanese University. Some are as old as the American University of Beirut which celebrated its 141st anniversary this year and others are extremely new. Those institutions follow one of two prevailing education systems, American or European.

The student affairs sector and its services differ greatly from one institution to another in terms of function and structure. Many changes were introduced to structure as well as function in the past 50 years in most Lebanese universities and colleges.

Typical services and programmes offered

Currently all universities with American education system have a well-founded sector of student affairs with major offices operating in most universities including dean's office, personal counselling services, career and placement services, athletics and recreational services including state-of-the-art facilities, housing and residential services, student activities, exchange programmes and study abroad services, international students

services and student with disabilities services. Other services such as financial aid, health services, food services and registration are provided as well. It is worth mentioning that not all provided services fall under the jurisdiction of student affairs but within the jurisdiction of other administrative units (e.g., health and food services).

Education institutions that follow the European system started recently to incorporate the concept of student affairs services into their organizational structure. Hence, their services are not fully developed and operating within the same structure found in other institutions.

Qualifications/training of staff

Student affairs officers in most Lebanese colleges and universities are of different backgrounds rather than graduates of student affairs professional education programmes. Vice-presidents or deans of student affairs are usually academics with good management skills or who have positive relationships with students in general. Most student affairs directors are holders of a B.A. or an M.A. Few institutions invest in their staff's development. Management skills and on-the-job training prevail rather than programmes of formal training.

Organizational structure of student affairs/services

The structure and hierarchy of the student affairs unit varies from one institution to another. Yet the basic one includes a dean of student affairs who oversee the work of the various departments in addition to disciplinary committees. Mainly the student affairs unit reports to the provost or academic officer unless the sector is under the supervision of a vice-president of student affairs who reports directly to the president.

Issues and challenges of student affairs/services

- Generalizing about all institutions would be unfair since the uniqueness of each institution in terms of its focus, efficiency and impact is to be taken into consideration. However, the major challenge is financial since the sector is allocated the lowest budget.
- A second major challenge is the lack of recognition of student affairs as a partner in the educational process of university students. Generally, the community inside and outside the university look at student affairs professionals as service providers rather than as educators.

- A last issue is the lack of standardization of hierarchy and units under the student affairs unit in most Lebanese universities and colleges.

Lithuania

Melanie Humphreys

Background information on student affairs/services

Student affairs is a relatively new concept within Lithuania. The first student affairs division was established in 1997 at LCC International University, a private accredited liberal arts university located in Klaipeda. Recently student affairs offices in both public and private Lithuanian universities have been established to work predominately with an influx of international students due to European Union student mobility programmes such as Erasmus. Currently there are no professional training programmes or national associations that unite student affairs faculty and professional staff within the country.

Typical services and programmes offered

Typical services offered through student affairs offices include assistance in finding accommodation, career services and information regarding cafeteria services, health insurance, extra-mural and leisure activities, facilities for special needs students, financial support, orientation, language studies and practical information regarding living in Lithuania. Additional services and learning-focused programmes at LCC International University include athletics, counselling services, intercultural education programmes, a leadership development programme, performing arts and spiritual life (chaplancy).

Qualifications/training of staff

The minimum requirement for entry-level professional staff is an undergraduate degree (1st cycle). A master's degree (2nd) cycle is preferred for most positions and is a requirement for management-level positions. A doctorate (3rd cycle) is preferred for the senior student affairs officer.

Organizational structure of student affairs/services

Student affairs is generally lodged under administration or international affairs. Most institutions do not have a senior student affairs officer at a vice-president (pro-rector) level within the institution.

Issues and challenges for student affairs/services

- There is little institutional understanding as to the strategic role student affairs can play with regards to student learning.
- Student affairs is largely focused on international students whereas the national student associations are largely focused on Lithuanian students.
- Lack of recognition of student affairs as a profession and viable career option.
- Lack of professional training programmes.
- Lack of a national association for student affairs educators.

Websites of student affairs/services professional associations/organizations

- LCC International University, Student Life Division: <http://www.lcc.lt/studentlife/>
- National Student Union: <http://www.lss.lt/>
- National Union of Student Representatives: <http://www.lsas.lt/>
- Siauliai University, Office of Student Affairs: <http://www.su.lt/article/archive/914>
- Vilnius University, Student Affairs Office:
http://www.vu.lt/en/international/general_info/student_affairs_office/
- Vytautas Magnus University, Office of Student Affairs: <http://www.vdu.lt/>

Websites with links to student affairs publications and research

- <http://www.proquest.com/>

Resources

Humphreys, M. J. 2007. Predictors of socially responsible leadership: Application of the social change model to an eastern European undergraduate population. *Dissertation Abstracts International*, Vol. 176 (UMI No. 3292177) <http://www.ila-net.org/>

Sheridan, D. and Humphreys, M. 2004. Strengths-based leadership development in Lithuania: The Lithuania Christian College story. *Building Leadership Bridges* 2004, pp.107-114.

Luxembourg

Virginie Mucciante

Background information on student affairs/services

The student affairs department of the University of Luxembourg was created in 2005, two years after the foundation of the University. It is the common service providing support to students in Luxembourg.

Typical services and programmes offered

The service deals with administrative and academic matters such as helping students in the choice of their study, enrolment, student accommodation, the compulsory semester of mobility (for undergraduates), careers and job offers. It also aims at promoting culture and student life within the three campuses of the university and in the city of Luxembourg.

Qualifications/training of staff

The ten members of the service have different academic backgrounds. Some have a university degree, some others do not. There are no formal student affairs generalist academic preparation programmes.

Organizational structure of student affairs/services

The structure of the student affairs is represented by a head of service in charge of the different units of the department (i.e., deals with different responsibilities/tasks). One person is in charge of student accommodation, one of the culture and sport units, two of the mobility unit and five for academic aspects and the enrolment of the 3,500 students.

Issues and challenges for student affairs/services

- Improving the welcome and the administrative procedure of enrolment of students (especially non-European students) due to the internationalization and the growing number of students.
- Offering more services to students to provide a student organization and a real sense of student life within the university.
- Increasing the quantity of student accommodation.

Websites of student affairs/services professional associations/organizations

- http://www.uni.lu/vie_etudiante
- <http://www.lus.lu>

Malaysia

R. Ambihabathy

Background information on student affairs/services

Currently, there are 17 public universities and university colleges, and around 670 private colleges and universities. University colleges, unlike universities, are set up by the government to offer specialized courses or training which is at the moment predominantly in the fields of technology and/or engineering. Public and private universities are now being coordinated and monitored by the Higher Education Department, a department within the newly established Ministry of Higher Education.

The hereditary roots as far as the student affairs profession and the setting up of the department of student affairs may be traced back to the Universities and University College Act 1971 (as amended 1975). Initially, establishment of the department was more geared to regulating and monitoring student activities and movement.

Typical services and programmes offered

Services and programmes typically include advising of student organizations, student accommodation services, counselling services, career and industry relations, student

health services, sports and recreation, and in recent years, entrepreneur advisory service and support.

Qualification/training of staff

The deputy vice-chancellors/deputy rectors and deans who head the department are mainly from the academia. Other student affairs personnel, who are often known as 'assistant registrars', are mostly career administrators, having at least a basic university degree, with the exception of student counsellors who are required to have professional qualification in counselling. Professional development and formal preparatory programmes are still in its infancy stage.

Organizational structure of student affairs/services

All public universities are headed by a deputy vice-chancellor and, in the case of university colleges, by a deputy rector. A dean and/or deputy registrar with a number of student affairs personnel assist them in overseeing or coordinating the activities of various sections including student life and development, accommodation, counselling, career, student discipline and judicial services. Residential colleges and their activities, which are also under the purview of the deputy vice-chancellor/deputy rector, are headed by college masters who are faculty members and assisted by fellows who are from the academia and career administrators. These officers are appointed for a fixed term and compensated, among other privileges, with free accommodation in residential colleges.

Issues and challenges for student affairs/services

While the original purpose of the department was regulatory in nature, the present-day challenge and approach is geared more towards the development of students. Student services work, as a whole, is at the periphery of the overall university organizational setting in terms of its importance. However, student development and the goal towards producing holistic, quality students, given the demands of globalization, have gained importance. Soft skills modules are embedded in the formal curriculum teaching as a catalyst towards producing 'market fit' students. Generally, student affairs personnel and administrators enjoy less recognition and status than do academics. They could be deployed to other administrative departments as student affairs work is seen as a generalist function. With the emphasis on student

development of late, more funding is available for student-related and developmental activities. In the quest to promote student development and total education, departments have formed alliances and partnerships with faculty members and various agencies.

Faculty members are appointed to various student bodies as mentors to give value-added input and to enrich student life in campus. With increasing intake of international students of diverse culture and understanding, departments of student affairs need to take innovative approaches in dealing with student problems.

Websites of student affairs/services professional associations/organizations

In public universities, the student affairs has a secretariat of deputy vice-chancellor/vice-rectors which provides a forum to deal with student-related issues. This secretariat, which also reports to the Ministry of Higher Education, is a central forum that seeks to coordinate and regulate student-related matters generally, while they are free to depart on operational aspects. There is no website for the secretariat.

Websites with links to student affairs publications and research

Not available; however, articles and conference proceedings are available on the Asia Pacific Student Services Association website at:

- <http://home.ust.hk/~sanet/apssa.htm>.

Write-ups and presentations on student affairs and services in Malaysian universities and colleges have been reported in NASPA publications and the 2008 NASPA International Symposium.

Mexico

Jesús Enrique Ramos Reséndiz and Santiago Castiello

Background information on student affairs/services

The Mexican higher education sector, both private and public, has provided student services in an organized way for a long time. However, there are few higher education

institutions that provide these services through a well-developed and professionalized student affairs division. The structure and ways through which student affairs provide student services is, as expected, heavily dependent on factors such as size, budget and institutional mission, among others. Despite the significance of the student services provided by student affairs in Mexico, it can be argued that in most Mexican higher education institutions student affairs is far from reaching its full potential.

Typical services and programmes offered

The most common services offered by student affairs offices in both private and public Institutions are: varsity and intramural sports, cultural activities, student organizations, counselling, drug prevention, food services, student transportation, student health/medical services, career services, alumni relationships and registrar. Other not so common services offered mainly by some private institutions include housing, parent-related programmes, transportation services and student web services.

Qualifications/training of staff

Probably the most significant difference between student affairs in Mexico and other countries is related to the professional development of its staff members. For example, in the United States and Europe, most of the areas that constitute student affairs are members of professional associations corresponding to their fields of expertise. Being a member of these associations provides staff members with opportunities for professional development such as the following: networking possibilities with peers from a wide variety of higher education institutions that share their same area of expertise, contact with senior staff members that provides them with expert advice regarding specific matters, access to books and journals with state-of-the-art practices in their field and career services opportunities that increase their mobility opportunities outside their own institution and thus further their professional career. Most of these opportunities are not necessarily available for student affairs staff members in Mexico.

There are few areas within student affairs in Mexico that have the possibility of providing student personnel with the abovementioned opportunities. Among those are counselling and health services, which, because of their nature, are already professionalized areas. To some extent, both sports and cultural activities staff

members have some of these opportunities through workshops and occasional conferences addressing some specific issues. However, these workshops and conferences are not necessarily targeted to higher education institutions and as a result the knowledge gained might not be readily applicable to students.

It is clear that student affairs in Mexico, in general, is far from reaching a point at which its student affairs staff members have access to state-of-the-art training and development programmes. Although this has a significant impact on the professional development of student personnel, more importantly, it might seriously affect the quality of the services provided to students.

Organizational structure of student affairs/services

A typical student services division consists of number of departments (sports, cultural activities, career services, student organizations, etc), with the coordinator of each department reporting to a director for student affairs/services. In most cases, the head of the student affairs/services division reports directly to the campus president.

Issues and challenges for student affairs/services

Some of the most important issues faced by student affairs in Mexico are the following:

- The lack of both state and national professional associations regarding student affairs.
- The need for academic preparation programmes for student affairs personnel at both the master's and doctoral level.
- The lack of research regarding student-affairs-related issues within the Mexican higher education context.
- The need to assess the impact of student services in the students' learning process.
- The lack of any kind of government agency or department inside the national education secretariat devoted to and specialized in student affairs.

Morocco

Mohamed Ouakrime

Background information on student affairs/services

With 14 universities (83 institutions), an average yearly growth of 5.3 per cent and a student population of over 290,000 in 2005, the Moroccan higher education system is facing up to challenges of the kind characteristic of most developing nations.

Student affairs services in the Moroccan university system were the responsibility of a central department of the Ministry of Higher Education up until the implementation of the 2001 Reform that introduced relative autonomy and made the management of student affairs and services relatively decentralized. In 2001, the Office national des œuvres universitaires sociales et culturelles (ONOUSC), the equivalent of French CNOUS and CROUS was set up as part of the reform of the Moroccan system of higher education to provide students with housing, meals, medical care, scholarships, and cultural and sports activities.

Typical services and programmes offered

The department responsible for student affairs at the Ministry of Higher Education (Department of Student Affairs and Social Action) is made up of three divisions that provide various services:

- The Scholarship Division (home students, graduate students and students abroad). Higher education is free and approximately one-third of the students receives a state scholarship to cover living expenses.
- The Sports and Social Affairs Division (housing and catering services, inspection and programming of university sports, university healthcare services and social action services)
- The Information and Documentation Division (student information services, university information, documentation services and publication services).
- The Irshad Attalib (student counselling) centres are institutions intended to fulfil four main functions as services for students:
 - I. Welcoming, informing and orienting students concerning academic learning, training programmes and scholarships for studies in Morocco and in other countries, as well as career orientation.

2. Collecting and making available information on studies, scholarships and careers.
3. Publishing and disseminating information supports concerning studies in higher education, training programmes and employment opportunities.
4. Organizing and conducting information sessions about studies and training programmes, and conferences and forums at the local, regional and national levels.

Qualifications/training of staff

The staff involved in providing student services are considered as state employees (*fonctionnaires*) who, in most cases, are not required to hold special qualifications related to their functions in a given department or division within the administration. Quite a number of them are former primary- or secondary-school teachers who hold a baccalaureate or a B.A. degree with no relation to any of the functions they may be called upon to perform as student affairs personnel. No university degree or training programme specifically targeted to prepare graduates for a career in the student affairs/services is available in the system of higher education in Morocco.

Organizational structure of student affairs/services

In most institutions, the office of student affairs/services is headed by a senior personnel officer (General Secretary or registrar) who reports to the dean and who is responsible for registration, the administrative organization of exams, cultural and sports activities, etc.

The ONOUSC is a financially autonomous institution, administered by a council made up of representatives of the Ministry of Higher Education and of the presidents of universities. It is managed by a director appointed by the Ministry of Higher Education.

Issues and challenges for student affairs/services

- As demonstrated by the budget allocated to the provision of student services (11.5 per cent of the budget of the Ministry of Higher Education), this component is not high on the agenda of decision makers.
- The existing infrastructure provides accommodation and other amenities for no more than 30 per cent of the student population; housing, catering and health care facilities need to be modernized and extended.

- The inability of student affairs/services staff to provide adequate psychological and counselling services due to their lack of training in such areas.
- The obvious lack of coordination between teaching/learning and student affairs/services.
- As demonstrated by research on this issue, all these problems have contributed in a direct way to the appalling rates of attrition (up to 75 per cent in some institutions) that have plagued Moroccan higher education ever since its inception.

Websites of student affairs/services, professional associations/organizations

- Education: <http://www.tarbiya.ma/>
- Irshad Attalib: <http://www.dfc.gov.ma/CIAT/droite.htm>
- Ministry of Higher Education: <http://www.dfc.gov.ma/>
- Morocco higher education: http://www.bc.edu/bc_org/avp/soe/cihe/inhea/profiles/Morocco.htm
- Morocco Universities: <http://www.findaschool.org/index.php?Country=Morocco>
- ONOUSC: <http://www.dfc.gov.ma/>
http://www.jamiati.ma/Etudiants/vie_etudiante/cites/Pages/cites_accueil.aspx

Websites with links to student affairs publications and research

- Publications: <http://www.dfc.gov.ma/>
- <http://www.etudiant.ma>

New Zealand

Jan Stewart

Background information on student affairs/services

Established student service groups in New Zealand universities have been here for over 20 to 25 years. The extension of services took place largely when the widening of access to tertiary institutions occurred in the 1980s. There are 31 tertiary institutions (8 universities, 20 polytechnics and 3 *wanangas*) in New Zealand with about a student population of 448,000.

Typical services and programmes offered

Though there is institutional variance, student services mainly consists of a mix of the following service groups - student health and counselling; learning services including mentoring; disability services and equity programmes; child care; student housing; career development and employment; recreation; financial aid and advice; student administration; retention and transition/orientation programmes; and international. Services are funded through universities operational grants but are supported also through a student services levy paid directly by students plus commercial income and government subsidies for health, child care, disability, and Maori and Pacific programmes.

Qualifications/training of staff

Qualifications for student services staff depend on the role of the staff member, but most positions require a tertiary degree qualification and the appropriate professional qualifications and experience. There is currently no dedicated student services education programme or career pathway but student services professional groups are looking at the possibilities in this area.

Organizational structure of student affairs/services

many student services are grouped together and, through a director of that group, report to the teaching and learning pro vice chancellor or equivalent.

Issues and challenges for student affairs/services

The wider issues in Australia and New Zealand inevitably revolve around the following:

- Uncertainty of funding and pressure in some institutions facing financial cutbacks; the business model where client replaces student.
- Managing the changing needs of student cohorts and dealing with the issues that these bring. This includes increasing mental health issues and more diverse student groups as well as the higher demand and expectations of generation 'Y' students.

- Mainstream recognition of the importance of the role of student services in student success in universities; avoiding marginalization and knowing how to show we make a difference.
- Professional skills development through professional organizations

Websites of student affairs/services professional associations/organizations

The pivotal organization for student services and centre for publications in Australia and New Zealand is ANZSSA:

- <http://www.adcet.edu.au/anzssa/>

Other groups are also important such as:

- ATLAANZ (association of professionals working in learning advisory roles in tertiary institutions in Aotearoa)
<http://www.atlaanz.org/index.php?page=home>
- University Careers Advisers of New Zealand (UCANZ), part of Career Practitioners Association of New Zealand (CPANZ):
http://www.cpanz.org.nz/cpanz_home.php

Websites with links to student affairs publications and research

Research is undertaken by a number of student services staff and this is a growing area that provides valuable data for practice. Further information may be obtained from ANZSSA.

Pakistan

Faisal Ferozali Notta

Background information on student affairs/services

Pakistan is a young country that got its independence in 1947. At the time of independence Pakistan had only one higher education institution (*World Education News and Reviews*).

Currently there are 124 public and private universities in Pakistan. Recognition of these universities is based on criteria set by the Higher Education Commission in Pakistan. The Higher Education Commission was set up by the Government of Pakistan to enable local universities to become world-class centres of education, research and development. With the recent trend of globalization, a few overseas universities, in partnership with local universities, are establishing their campuses in Pakistan. Some international university campuses in Pakistan are not recognized by the Higher Education Commission; as they do not fulfil the set criteria. To address the need to enhance the quality of higher education in terms of teaching, research, student enrolment numbers, facilities and services, the Higher Education Commission recently developed and shared the criteria on which universities are ranked in Pakistan.

International students in Pakistan are drawn from developing countries such as: Afghanistan, Bangladesh, Kenya, Kyrgyzstan, the Syrian Arab Republic and other Middle East countries, Tajikistan, Uganda and the United Republic of Tanzania.

The Government of Pakistan does not have official, designated student affairs offices. As a result, no prescribed students affairs programmes or activities are set by the Government. However, with the increasing need for student affairs services and programmes, it is becoming a defined area at higher education institutions in Pakistan, particularly in the private sector and to some extent in public sector. In 2001/2002 the Government of Pakistan started to provide interest-free education loans to students through local banks. All student affairs offices facilitate student learning and development.

By 2008, not all universities in Pakistan had student affairs offices as uniform units. The responsibilities of student affairs are divided among various offices of the university, e.g., academic administrative offices, educational management office, programme office, student support services office, admission office and communication centres. Some services that are purely administrative such as dining, housing and transportation are handled by general administration offices.

Typical services and programmes offered

The primary goals for student affairs services are student recruitment, admissions, academic record-keeping, course scheduling, academic progression, grades, elective courses, examination administration, transcript production, management support to academic committees, and student financial assistance, grants and scholarships.

In a larger perspective, student affairs practitioners design orientation programmes for each new intake of students, organize English-language support courses, take a lead role in policy implementation, make recommendations in policy-making, provide student counselling, support field work activities for courses, and play an active role in internal and external examination, course and facilitator evaluation, programme evaluations, quality assurance, summer internship activities for students, international students services, convocation, opening and graduation ceremonies, student development activities and student social engagement activities.

Qualifications/training of staff

Student affairs is not yet fully developed and recognized as a career in Pakistan. Current practitioners who work in student affairs offices have diverse educational backgrounds. They possess higher education degrees in areas such as education and international development, psychology, business administration, counselling and public administration. Staff serving in counselling have relevant qualifications specific to their fields of practice. There is no degree programme specifically focused on student affairs as a career destination. As more people enrol in higher education, professionals in student affairs will be needed.

Organizational structure of student affairs

In general, the registrar is head of the student affairs office. The position is supported by associate and assistant registrars. The registrar has a reporting relationship to the provost or rector of the university, while the assistant registrar has a dotted-line relationship to deans and directors who are academic heads of specific entities. The residential or campus life of student is considered a very important part of university education. Only very few private universities are deliberating on this important aspect and where to place the head of student affairs within the organizational structure.

Issues and challenges for student affairs

In order to recognize the area of student affairs, student affairs professionals need to be given considerable priority by the academic side of the university. The student affairs professionals play major roles in students' lives while they study and prepare them for overall success.

Furthermore, changing student profiles, and exposure to media and the internet create challenges calling for the services of student affairs. The recent trend of internationalization of higher education further adds to the challenge of the need for qualified professionals in area of student affairs. There are no ready-made market-trained student affairs professionals available. A great challenge is to prepare and train in-house personnel for the student affairs profession as no such courses are available in this area.

Websites of student affairs/services professional associations

There is no national professional association of student affairs in Pakistan. Student affairs services and programmes can be found at most university websites.

Websites with links to student affairs publications and research

There is little or no research on student affairs practice in Pakistan published in academic journals. However, with the growing demand to publish, development of research is required in student affairs in Pakistan.

Some of the important websites that provide details of higher education in Pakistan and financial loans, grants and scholarships for students are as follows:

- Higher Education Commission in Pakistan - <http://www.hec.gov.pk/main/abouthec.htm>
- Ministry of Education, Pakistan - <http://www.moe.gov.pk>
- Student Loans - http://www.paklease.com/index/student_loans.htm
- Private universities in Pakistan - <http://www.wes.org/ewenr/05jan/feature.htm>

Reference

World Education News and Review, January/February 2005, Volume 18, Issue 1.

Peru

Bertha Yolanda Quesihuallpa De La Sota

Background information on student affairs/services

Peru has some 91 private and public universities, accredited and in the process of accreditation. They offer 162 undergraduate programmes, according to the most recent census of the Asamblea Nacional de Rectores del Perú. There is a population of 568,095 students.

Since the process of the educational reform in Peru (1940-1945), the recent Oficina de Bienestar Universitario was recognized as the Oficina de Servicios Generales. This is true at the oldest universities in Peru such as the Universidad Mayor de San Marcos in Lima (1551) and La Universidad Nacional San Antonio Abad del Cusco (1692).

Currently, most of the universities in Peru have an office of student support. This dates from 1940 and its objective is to promote and facilitate the academic success of students in higher education.

Typical services and programmes offered

The universities chosen as a sample for this report have the following common services:

1. Scholarships, with or without financial aid (reserved for students of good academic standing, disadvantaged family and socio-economic status, sports skills, and orphans, and agreements with other institutions).
2. Health centres: medical/dental and psychological services, and personal counselling.
3. Academic support: professional orientation and specialization for post-graduate studies through national and international programmes, psychological counselling, partnerships with international universities for student exchange programmes, advice for international students, employment, internships, and pre-professional practices, library, labs, computer and language labs, internet and conference rooms.

Philippines

Bella M. Villanueva

Background information on student affairs/services

As of December 2007, there are 2,016 higher education institutions in the Philippines: 522 public and 1,494 private universities/colleges with a student enrolment that ranges from 50 to 50,000 per institution. Most of these institutions have student affairs offices, albeit with different names. The mission of student affairs offices, generally, is to provide support to the academic and research functions of the university. The number of student affairs personnel varies according to the organizational structure.

Typical services and programmes offered

Specific programmes and services include supervision of student activities, counselling and guidance, scholarships and financial assistance, health services, food service, residence halls, learning assistance, international student services, student publications, testing and placement/career services, student discipline and student development programmes.

Qualifications/training of staff

No formal academic training in student affairs administration is available in the Philippines. However, a few graduate schools do offer student affairs as an area of specialization in the master's programme in education. Hence, student affairs administrators and staff come from various disciplines, with at least a bachelor's degree. It is common that some administrators or heads of student affairs offices have master's or doctoral degrees. Heads of student affairs offices are usually faculty members.

Organizational structure of student affairs/services

In general, the head of a student affairs office is a dean or director of student affairs reporting to a vice-president or a chancellor, depending on the structure of the university. A few will be reporting directly to the head of the institution. Likewise, the number of 'sections' that provide services to students within a student affairs office

varies, depending on the structure of the college/university. Some student affairs offices do not have sections. In 2006, the Commission on Higher Education prescribed various services or programmes that each student affairs office should provide and they fall under two main categories: 'student welfare' and 'student development'.

Issues and challenges for student affairs/services

Student services work in the Philippines has always played the supportive role in the teaching and research functions of colleges and universities. As such, the student affairs practitioners are given a lower status than academic personnel. Lack of funds and limited facilities/services and staff is a common problem among public higher institutions. Another challenge is the variation in position titles used for the head of student affairs offices.

Websites of student affairs/services professional associations/organizations

The professional association of student affairs administrators is known as the Philippine Association of Administrators of Student Affairs (PAASA, Inc.). Established in 1994, PAASA, Inc. is very active in the Asia Pacific Student Services Association (APSSA). At present, there are seven regional chapters: National Capital Region, Regions II, III, IV, V, XI and Cordillera Administrative Region. Each year, PAASA, Inc. holds a convention to tackle issues affecting student affairs/services in addition to what the regional chapters do. The PAASA, Inc. website is still under development.

- APSSA - at <http://home.ust.hk/~sanet/apssa.htm>

Websites with links to student affairs publications and research

There are none currently. However, PAASA, Inc. has created the Journal on Student Affairs Administration, although of late no issues have been published.

Portugal

Oswaldo Regua

Background information on student affairs/services

Students Affairs (SA) of the Polytechnic Institute of Bragança is an organization which provides services for students of all schools from this Institute. It is directly responsible for the food service in canteens and bars, residences, scholarships, culture, sport, medical support, socio-psychological support, in perspective of improving the conditions of those who study in the Institute, specially the students in need of money.

The SA, created by the Government, exists since 1993; it has financial and administrative autonomy.

Typical services and programmes offered

Scholarship. The SA gives scholarships to their students and the amount of them depends on the economic resources of each one. Every year, students have to apply for them at the SA's scholarship department, filling in the application forms or applying by the Internet. All declarations have to be justified. Scholarships are given by the Government taking account of economic situation, grades and special conditions, applying established rules. The non-refunded benefits are awarded monthly, in money. The SA can also provide residence, transport and traineeship funds, among others.

Besides SA Scholarships, students can apply for other scholarships from Calouste Gulbenkian Foundation, the regional government of Madeira and Azores, city halls and other foundations.

Residence. For students from out of town, the SA has rooms in their own residences, equipped with kitchen, study rooms, laundry, telephone, television, internet, photocopy machine, etc. These rooms are provided as a function of the amount of the student's scholarship, any urgent situations and the distance from the parental home. Payment is deducted from the scholarship. The SA also provides private homes for those who cannot stay in the residences.

Food. The SA has a central canteen for campus, and a bar in each school, as well as a canteen in Mirandela School. The canteens are run directly by the SA. The canteen in Bragança has three rooms with several meals available, with prices ranging from 2€ to 5€. To go to the canteens, students have to bring some school identification (a student identification card). Meals are also available at school bars.

For some students, it is possible to have work part-time in the canteens or residences or do some other services as collaborators, for some pay.

Culture and sport. The SA is associated with the Studentenwerk of Munich, Germany, and with the 'Azienda Regionale per il Dirittoallo Studio Universitario de Florença', Italy, to encourage student mobility and cultural exchanges, and organize study visits for students from Germany and Italy. These cultural contacts are made reciprocally without any costs to students, except the trips.

Students' associations find SA an important ally when they are looking for sponsors to common parties and festivals, such as Academic Week, the First Year Students Week, Queima das Fitas (Final Academic Year Celebration), Magustos (a special occasion when people celebrate the beginning of the chestnut season), etc.

Feminine and Masculine *Tunas* (band formed by students, singing traditional songs and using traditional instruments) are associations of great reputation, not only in Portugal, but also in foreign countries, and the Polytechnic Institute of Bragançais proud of their achievements.

The SA has expressed a special interest in sport events, theatre, music and journalism, providing direct and indirect financial support.

Medical and socio-psychological support. The health office was inaugurated in March 2007 with consultations in the social and psychological areas. This office is formed by three psychologists, two social assistants and three nurses. They support students in terms of psychological and social problems, drugs addiction and family planning. These supports are available to any student who asks for it and, as long as the student shows some financial difficulties, it will be free of charge.

Qatar

Abdulla Al-Thani and Dennis Roberts

Background information on student affairs/services

The Qatar Foundation for Education, Science, and Community Development is a private, chartered, non-profit organization, founded by Sheikh Hamad Bin Khalifa Al-Thani, Emir of Qatar. Guided by the principle that a nation's greatest resource is the potential of its people, Qatar Foundation aims to develop that potential through a network of centres devoted to progressive education, research and community development.

While Qatar Foundation funds and oversees a variety of programmes and entities, one of the major projects of the Foundation is Education City, a one-of-a-kind centre for higher education in Doha, Qatar. Education City is a collection of world-renowned universities including, at present, Virginia Commonwealth University, Cornell University, Texas A&M University, Carnegie Mellon University, Georgetown University and Northwestern University. These six partner institutions (and more to be added in the future) contribute their best academic programmes to the students of Education City in order to provide the students of Qatar, the Arabian Gulf, and other countries around the world, the chance to study together in one place with the world's greatest universities. Admission standards, curriculum and the collegiate experience for students at the partner institutions are identical to those of the home campuses.

The work of student affairs is a distributed and shared responsibility among Education City-Branch partners and the Qatar Foundation. The low faculty-to-student ratio provides the opportunity for very high levels of interaction. Active pedagogical approaches are used both in and out of class, and the role of student affairs staff is to be catalysts for deeper learning everywhere.

Typical services and programmes offered

A full array of student affairs services and programmes has been available to the students of Education City for about 10 years. The unique institutional culture of each Education City-Branch partner is created by staff members who focus specifically on their own students. For example, Carnegie Mellon University provides a Meeting of

the Minds poster session where students' individual or group research work is displayed in a conference setting. Northwestern University provides opportunities for students to learn about media by being involved in producing a student newspaper. Other programmes such as intramural sports, Education City-wide speakers and programmes, and leadership development opportunities such as the LeaderShape Institute are provided cooperatively across all the branches and with the support of Qatar Foundation staff. Services such as testing, financial aid, counselling and health, and residence halls are provided by Qatar Foundation, and students from all campuses are intermingled in their living experiences.

Because Education City is so new, many of the relationships and programmes are still emerging. A commitment that Qatar Foundation and the Education City-Branches have made is to constantly seek the most effective and efficient means to provide the programmes and services that are so necessary to enhancing student learning and development. The other commitment that Qatar Foundation and Education City-Branch student affairs staff members make is to keep faculty involved in the lives of students. Student affairs serves as a catalyst in retaining a commitment to holistic learning among all faculty and staff.

Qualifications/training of staff

Staff members of Qatar Foundation and the Education City-Branches come from a variety of backgrounds. Two factors influence this; 1) Branches frequently hire staff or faculties who have been advocates for student engagement back at the base campus and 2) the purpose of Qatar Foundation is to develop the capacity of the Qatari people. The first factor results in Branch personnel who may emerge through work with student affairs at the home campus, rather than directly from those who have been trained in student affairs work itself. The capacity-building goal is essential to the future of the Education City initiative so every opportunity is used to identify Qatari staff who might be interested in studying student affairs work or higher education in general.

Partnerships are being developed to provide Qatari staff with the opportunity to pursue advanced degrees in student affairs. Education City also serves as a site for graduate students who seek internship-abroad opportunities. An ongoing staff learning community provides the opportunity for on-the-job development as well.

Organizational structure of student affairs/services

The Qatar Foundation and the Education City-Branches establish agreements that serve as a guide for the academic courses and co-curricular programmes students will experience. The Qatar Foundation has a staff member in the faculty and student services area who coordinates key student services. The Education-City Branches each have additional student affairs staff members who provide co-curricular opportunities focused on their own students. Where appropriate and desired, Education City-Branches cooperate with one another and with the Qatar Foundation in providing programmes for all students.

Issues and challenges for student affairs/services

The Qatar Foundation initiative is one of a kind. Other campuses are being established elsewhere in the Middle East and Asia that involve education institutions from the United States and Europe. It appears that there are no other institutions in which the admission requirements are identical, the curriculum the same and where students receive degrees comparable to those of the home base campus. Education City-Branch campuses provide some of the highest quality and most rigorous programmes in the world, providing higher education to the best-prepared and most able students in their home country, rather than having to study abroad in other settings.

The purpose of the Qatar Foundation is to attract and sustain relationships with world-renowned institutions and to provide them autonomy in creating the base campus experiences for students in Qatar. Qatar Foundation also seeks to create connections, integration and synergy across the Education City-Branches. Maintaining a commitment to autonomous collaboration that makes both autonomy and synergy possible requires constant monitoring and vigilance.

Highly rigorous academic experiences require commensurate student affairs support systems. Students who are highly dedicated to excellence in learning have high expectations of services such as residences, food, health, counselling, career advising and others. Providing consistent excellence across such a breadth of institutional functions is difficult and costly. Due to the unique organizational model of Education City, the strategies and approaches employed to fulfil the vision of Qatar Foundation must also be unique. As a young institution, all systems and models are being established simultaneously.

Qatar Foundation is providing transnational, rigorous educational experiences for its students. Students who are attracted to this type of learning environment come from broad national, cultural, governmental and socio-economic circumstances. The tensions that emerge from intermingling such a diverse student body are both exciting and challenging. Managing the inevitable differences of perspective requires highly skilled and mature students, staff and faculty.

Websites of student affairs/services professional associations/organizations

- Qatar Foundation homepage - <http://www.qf.org.qa>

Websites with links to student affairs publications and research

Publications and research efforts are just beginning and will be available on the general Qatar Foundation website as well as individual Education-City Branch partner sites.

Addendum

Emily Yates

The concept of student affairs and services is a relatively recent trend in Qatar. There is one public university in Qatar (Qatar University) and several other higher education institutional affiliate partners from the United States and Canada. There are approximately 13,000 university students in Qatar, including 9,000 at Qatar University and the other 4,000 spread among the international institutions. Qatar University is approximately 84 per cent Qatari; Education City has about 2,000 students and 45 nationalities across its affiliate institutions with approximately 50 per cent of the population Qatari. With the exception of Qatar University, all other higher education institutions have been in operation for less than 11 years.

The universities that make up Education City have been working closely with their counterparts in the United States to establish important services and programmes such as student activities, leadership development, disability services, counselling, athletics, a student code of conduct, etc. In addition, universities have been working to share with students the rich history and traditions of the home campuses. Education City is unique in that the Qatar Foundation manages residence life and campus-wide events.

The qualifications/training of student affairs professionals in Qatar varies widely. Each university has placed emphasis on different criteria, so that no two universities have the same qualifications. Some staff members have degrees in student affairs or a related field, but some come from business or psychology backgrounds. Some professionals have been hired based on their degrees from the granting institutions, while for others it is their experience in the gulf region and working with Arab students. There have been some professional development opportunities offered for student affairs practitioners in Qatar and this trend is very likely to continue.

Typically, the head of the student services area is a director or assistant dean reporting to an associate dean or dean of the college.

A major challenge facing universities in Qatar is the lack of identification with a university. The institutions have a large commuter population, so there is not the built-in community that residence halls often provide. Education has the added challenge of bringing together several diverse and unique institutions all under the Qatar Foundation umbrella.

Russian Federation

Natalia V. Ralyk

Background information on student affairs/services

Student life is a complex, complicated and many-sided process including academic, scientific, personal, creative and leisure aspects to name a few. In order to develop a student and prepare a professional specialist, much attention is paid to students' extracurricular life in Russian universities. Student affairs services are distributed among and administered by various administrative and academic units of higher education institutions (commonly known as extra-educational students' activities departments). As an integrated part of the university process, they create student learning through programmes and services that promote leadership, development and tolerance, and that communicate the values and standards of the university community.

The concept of student affairs/services as a formal institutionalized single unit is a fairly new trend in the Russian Federation. It is very difficult to make any generalizations about higher education institutions in the Russian Federation, so additional research is necessary. This report is based on description of current practices in the country's leading universities (for further information refer to http://new.hse.ru/sites/international_mobil/partners_en.aspx)

Typical services and programmes offered

Russian higher education institutions have well-developed systems of extracurricular activities for/with students, which are run by special divisions for extracurricular activities. They are typically led by vice presidents and associate vice presidents at the university level, and deans in faculties. The main goal of these divisions is any work for and with students that leads to their personal and professional advancement. Objectives of these divisions include the following:

- Commitment to extraordinary learning by students, staff and community members - both within and outside the universities.
- Support for enterprising students and engagement with the world.
- Current and future trends affecting students and campus life to meet students' needs.
- Support of students' self-governance and initiatives.
- Ensuring social protection of students.
- Financial aid information assistance.
- Pre-admission and post-admission orientation.
- Alumni affairs.

Academic departments are responsible for academic admission, advising, registration and records. Students' academic life is guide lined through general rules and regulations and academic and examinations rules. The system of advisers (curators) is very well developed. Students' extracurricular life is commonly carried out through student representative councils, a variety of clubs and different units (choirs, chorales, consorts, skiffle-groups, and companies). Athletics receives considerable attention.

The student support network includes career development and counselling, student health clinic, scholarship and financial assistance, health insurance and medical

treatment. Student services also includes accommodation, facilities, dining halls, advisory services, university preparatory services, study abroad programmes, programmes for international students. They are offered through various administrative units and centres for students' development at higher education institutions.

Advocacy of students' rights is primary a goal of the students' union/students' governance body. The student council is represented in every state university and many private institutions. In addition to advocacy, its activities include disseminating information about available financial aid; overseeing fair student housing administration, assisting students searching for jobs, recreational activities, etc.

Qualifications/training of staff

Student affairs senior administrators hold *kandidanauk* degrees (Ph.D.), usually in humanities. Middle-level administrators have diplomas of higher education (university). Student services staff are typically administrators with relevant qualifications specific to their fields of practice. No degree programme specifically focused on student affairs is offered in the Russian Federation. Consequently, there is a need for professional education programmes to train student affairs administrators.

Organizational structure of student affairs/services

The organizational structure varies in different higher education institutions mirroring their sizes, needs and requirements. Typically, the vice-president for extracurricular activities coordinates the work of the departments for extracurricular activities. This includes coordinating academic and extracurricular activities, enhancing students' self-governance and protecting the students' rights and social guarantees. This organizational structure (whatever name it has) is aimed at contributing to the general mission of the universities by providing an opportunity for students to develop their lives, becoming enlightened citizens and contributors to their country. This goal is accomplished by planning and administering services that contribute to the learning environment and augment the functions of teaching, research, creative scholarship and public service.

Senior positions such as the dean of students typically do not exist. Their functions and responsibilities are distributed among the deans of faculties. Each faculty is headed

by the dean who is responsible for students' academic and extracurricular activities. The dean's main role is directly support the faculty, department programmes, and students to facilitate their obtaining an education. There may be some assistant deans responsible for different fields of student services.

Russian universities tend to administer their international cooperation and work with international students through a separate unit. For example, it may be an office for development of international relations at the State University - High School of Economics. Typically, the office for international affairs provides assistance to international students in the following: admission, Russian language instruction, housing, pre-departure orientation and legal status guidance. There also may be special offices, centres and groups. They report to the vice-president for international affairs. Office staff may include an international students affairs coordinator, student and faculty advisors, and educational and post-graduate international programmes advisors.

Issues and challenges of student affairs/services

The main issues and challenges of the Russian higher education system centre on how to effectively assure the integration of the Russian higher education system into the European higher education area, launched by the Bologna Declaration, as well as into the European research context. The integration and protection of the own interests raise many questions. What is the role of the university in this process? Which strategies of universities are the most effective? What is the role and place of student affairs/services? A more unified and institutionalized approach is needed for student affairs in the Russian Federation. Further research into student affairs and current practices across the higher education sector is necessary.

Websites of student affairs/services professional associations/organizations

All Russian universities provide student affairs/services, often under the name of extracurricular activities. A few websites are listed below:

- Moscow State University - <http://www.msu.ru/students/>
- Novosibirsk State University - <http://www.nsu.ru/english/campus/facilities.xml>
- Tomsk Polytechnic University - http://iie.tpu.ru/pages_en/4_student_affairs.php
- Tomsk State University - <http://www.tsu.ru/Webdesign/TSU/coreen.nsf>

- Saint-Petersburg State University -
<http://www.spbu.ru/e/Intaffairs/exchange/students.html>
- Saratov State University -
<http://www.sgu.ru/english/administration/rectorate/mitrokhin.php>
- State University - Higher School of Economics:
<http://www.hse.ru/org/hse/studentlife/index.html>
- State University - The Higher School of Economics in Nizhny Novgorod:
http://hse.nnov.ru/student_life/index.html
- Ural State Technical University - <http://ustu.ru/?sid=5&sub=1924#pt>
- Irkutsk State Railway Transport University - <http://www.irgups.ru>
- Far Eastern National University - <http://www.fenu.ru/>

For current practices in the leading universities, go to

- http://new.hse.ru/sites/international_mobil/partners_en.aspx

Websites with links to student affairs publications and research

Great attention is paid to research on different aspects of extracurricular activities for and with students in high education institutions. There is a special federal educational website with links to different resources including journals, books, dissertations, various research centres, internet resources, conferences, glossary, etc.

- <http://www.ecsocman.edu.ru/univman/msg/244364.html>

Saudi Arabia

Rania Mohammed Ibrahim

Important Notification from the author: The information below is necessarily pertaining to the context of Effat College and does not represent the status of student affairs in Saudi Arabia. For more information about the status of the student affairs kingdom-wide, the researcher needs to communicate directly with the ministry of higher education through Professor Walid Al-Daly at one of the following websites:

- <http://www.mohe.gov.sa/Arabic/Pages/default.aspx> or:
- <http://www.mohe.gov.sa/ENGLISH/EDUCATION/Pages/default.aspx>

Background information on student affairs

Saudi Arabia is the largest and most oil-rich country. All Saudi students have access to higher education paid for by the government. In addition, a monthly allowance is provided by the university regardless of the student academic performance.

Private higher education in the Kingdom started to grow in the past ten years and is continuing to expand steadily to meet the increasing demand for qualified labour in one of the most booming economies in the world. Currently, the number of institutions in the Kingdom seeking affiliations with American or European universities is increasing and the number of partnerships is expected to grow with the establishment of more private institutions. The student affairs role varies from one institution to another, from private to public, and from one region to another. In general, student affairs practices are mainly dedicated to the development of students outside the classroom.

A recent study, conducted by Dr Al-Shaman, an associate professor at the University of King Saud, College of Education, and published by the Ministry of Higher Education, explains the need for developing the student affairs senior administration particularly in women's universities and colleges in specific areas more than in others.

The active roles and importance of responsibilities associated with deputy heads are social, followed by academic and finally administrative; the deputy department heads in administrative development worked in areas of computer use, time management and stress management. The improvements least needed were in the areas of conflict management, feasibility studies and the art of negotiations. (Al-Shaman, 2006)

Typical services and programmes offered

Student affairs usually oversees admissions and registration, personal counselling, sports and recreational activities. Less frequently, student affairs will provide quasi-academic support services, community work and career and professional development.

Qualifications/training of staff

The notion of qualification or training is quite new in the field of student affairs. Most of the appointed staff have advanced degrees in education but not in the area of student development. Training in most cases is needed for student affairs administration staff.

Organizational structure of student affairs services

Student affairs offices are usually represented by deanships or vice deanships in universities and colleges, under which the areas of enrolment and scholarships, student life and career development are represented in the organization. Student affairs staff turnover is characterized as stable.

Issues and challenges for student affairs

On a professional level, student affairs professionals, as part of education institutions, are faced with the necessity to structure their work, to present policies and procedures, and develop strategic planning to seek accreditation via the National Committee for Academic Accreditation and Assessment. This step is a requirement for seeking worldwide accreditation.

On a pragmatic level, students' guardians' expectations of student affairs exceed that of developmental educators. The guardians usually expect a parental role and guidance for their daughters/sons from the education institution. To them, this contributes to the level of care given to the student. In spite of the burden that it apparently places on the administration, especially with greater numbers of students, student affairs offices undertake this role willingly, since it is a cultural demand. Furthermore, it is quite an influential service in the evaluation of the institution performance.

Websites of student affairs/services professional associations/organizations

The Ministry of Higher Education website serves as a hub for student information kingdom-wide:

- <http://www.mohe.gov.sa/Arabic/Pages/default.aspx>
- <http://www.mohe.gov.sa/ENGLISH/EDUCATION/Pages/default.aspx>

Reference

- **Al-Shaman.** 2006. *The Saudi Journal of Higher Education*, No. 4, Issue 2, Rajab-Thoulhegea 1427H, September.

Singapore

Suan Eng

Background information on student affairs/services

Student affairs programmes and management in higher education in Singapore became viable in the late 1990s. Student affairs offices share the common mission of providing students with services and programmes aimed at enriching campus student life. Currently, the three state-funded universities and five polytechnics in Singapore have a combined student enrolment of 135,000, supported by about 400 student services personnel.

Typical services and programmes offered

Services and programmes include advising student organizations and organizing student activities, student counselling services, careers and employment services, personal development services, student housing services, international student services, sports and recreation, and student health service (not necessarily a part of the student affairs/services office).

Qualifications/training of staff

Student services personnel are mainly administrators who have at least one university degree, whereas personnel in counselling and physical education have relevant qualifications specific to their fields of practice. There are no formal academic preparation programmes for student affairs generalists. In recent years, there has been a trend to appoint academic staff as deans of students and heads of student affairs departments.

Organizational structure of student affairs/services

Typically, the head of a student affairs operation is the dean of students, most often reporting to the educational leader of the institution such as the vice provost for education. The dean of students usually supervises two or three sections which often include student life, housing/accommodation and sports/recreation. In student residential life, it is common to appoint a faculty member or an administrative staff to serve as the residential advisor. Students are appointed as residential assistants to help organize activities for residents. These administrators are appointed for a fixed terms and are compensated with free accommodation in student residences.

Issues and challenges for student affairs/services

Student services work has not been given much priority by senior management as the leadership generally focuses more on academic excellence than student life. Administrators generally receive less recognition and are perceived to have a lower status. They can also be redeployed to other administrative departments. Funding for student services work is also limited, with student organizations having to seek external sponsorships for many of their major events. There is a growing trend for student affairs practitioners to be regarded as 'law enforcement officers', expected to discipline students rather than serving as student advocates. Student affairs administrators are now creating new initiatives to collaborate with the faculty members, encouraging them to appoint vice-deans (faculty members) to oversee student matters and to work with the deans to better serve and educate students. Student affairs administrators increasing dialogue with students' unions to discuss student affairs concerns, involving them in certain policy-making committees.

Websites of student affairs/services professional associations/organizations

Although currently there is no professional association for student affairs personnel in the country, the universities and polytechnics generally enjoy good relations and co-operate fully with each other on major projects. Some of them are members of APSSA.

- APSSA - <http://home.ust.hk/~sanet/apssa.htm>.

South Africa

Cecil Bodibe

Background information on student affairs/services

Africa has had tremendous influences through colonization by the English, French, Portuguese, Belgians, Germans and Dutch. Models of higher education adapted from these countries impacted heavily on African universities and student affairs practice. No other continent has had so many and such diverse influences as Africa.

The concept of student affairs and alumni affairs had only cursory attention paid to it, at least in South Africa, from 1959 (with the establishment of the 'non-white universities') until 1976. Student affairs generally would be catering for the following during this earlier period: residences, sports and recreation, and student government.

Post-1976, counselling and judicial services were added to student affairs, as well as health services, later to be followed by campus protection services and students with disabilities.

Throughout this period, black university campuses were what Colin Bundy (a former President of Wits University) called 'laboratories of protest and crucibles of discontent'. Gessler Nkondo (1976) submitted in a book, *Turfloop Testimony: The Dilemma of a Black University in South Africa*, that education and politics in Africa are inextricably entwined. You cannot touch on one, and leave the other unscathed.

When politics impact higher education, your most eloquent strident voices with regard to espousing democracy, are muffled. Gagging those who can articulate the 'burning issues' of the day simply postpones the inevitable. At some point, the dam bursts at the seams and the whole country gets drenched.

Incubation of leadership: While no formal programmes existed in the earlier years of student affairs practice in South Africa, particularly student leadership education, an inexplicable phenomenon developed. The following leaders, who have made a huge positive impact on the life of South Africans, and indeed also impacted the world immensely, were at one stage or the other members of their student governments, Student Representative Councils (SRCs), and had close relationships with staff members who cared about them and nurtured them.

Cyril Ramaphosa (about whom a biography was recently released by Anthony Butler (2007), who led the National Union of Mineworkers and at some stage brought the mining industry of South Africa to its knees, was a student leader at the University of the North. Without exception, students who took up leadership in the SRCs cut their teeth of leadership in these student associations and concerned themselves with challenges facing South African society of the time, which were in the main the following:

- Repression and suppression of the majority of the population of Africans in the country.
- Unfair business/labour practices (unequal pay for equal work).
- Disparities in per capita expenditures on children in South Africa based on race with white children getting the most allocation and African children the least, and coloureds and Indian in between. White children would get a per capita expenditure on education four times that of African children. The South African Institute of Race Relations (SAIRR) recorded this discrepancy in 1978 as R480 - R120.
- Unequal opportunities around gender.
- Challenging white privilege and supremacy.

One can only surmise that these and other challenges served as a crucible for the development of the finest of leadership qualities. What seemed like discord at first has turned into misunderstood harmony.

Mergers and acquisitions: Since coming into power in 1994, the new government concerned itself with leveling the playing field and reversing the imbalances of the past. The second Minister of Education (1999-2004), Professor Kader Asmal, pursued the merging of institutions with unparalleled vigour and assiduousness, cutting down the number of institutions from 37 to 21. There seemed to have been no method in the mergers, in terms of criteria to merge, although in some cases proximity to each other, in the sense of geography, seemed to be the criterion.

Ripples of mergers for student affairs: A disturbing trend emerged following the mergers. All the newly appointed vice chancellors (presidents) of the merged institutions got rid of their experienced deputy vice-chancellors (vice-presidents) of student affairs in each of the merged institutions. The senior student affairs professional became a casualty.

It is against this background that student affairs is addressed, taking into account what a thinker of yore once observe, that 'governing a great nation is like cooking a small fish - do not overdo it' (Sunter, 2001).

Typical services and programmes offered

Residences: Caters for the boarding, lodging and catering services. In the main ensuring that students live in an environment that allows them to study effectively and have the basic needs, as per Maslow's theory -adequately met.

Sports and recreation: The adage 'a healthy mind in a healthy body' applies in this instance. The following sports were on traditionally (historically) white campuses: rugby, cricket, tennis, soccer, boxing, athletics, table tennis, basketball, baseball, gymnastics and surfing. Historically, black campuses only had soccer, softball, netball, boxing, athletics and tennis. Racial segregation also contributed to the type of resources students would have by way of recreational facilities.

Student government: This area covered in the main, the SRCs. These are statutorily catered for in the Higher Education Act of 1997.

Counselling services: In addition to caring for the mental health needs of students, such efforts as life-skills training and academic support for students struggling with their academic programmes are some of the functions of student counselling. Trained (licensed psychologists) work in these counselling centres, and they are registered with the South African Health Professionals Council (SAHPC).

Health centre: The health centre is staffed by health personnel, usually nurses and doctors. Their raison d'être is to ensure the physical health of students and to offer prophylactic advice on health-related matters like the importance of exercise, healthy eating habits and pursuing a healthy lifestyle. Their services, therefore, range from curative to preventive. Programmes to inform students about all aspects of HIV and AIDS are high on the agenda. Preventive measures, anti retroviral drugs (ARV) and healthy sexual choices are highlighted on many a campus health programme. Health is pursued not only as the absence of disease, but rather as a state of being in optimal functioning!

Campus protection services: Campus protection services are essentially about promoting law and order on campuses, and ensuring the safety of students. Campuses sometimes report high incidences of vandalism and rape, stolen property,

illegal residents in hostels, parking violations and infringements, lack of respect for curfews room searches, and all the issues attendant upon a safe and accessible campus are within the remit of campus protection services!

Students with disabilities: Although the percentage of students with disability is between 0.75 and 2.5 per cent, such students do need the allocation of time, talent and funding to them. Disabilities generally catered for include visual impairment, hearing impairment and physical impairment (quadriplegics). Advocacy for students with disabilities, educating the general university community on disability and providing resources (e.g., Braille texts, computers for the visually impaired, elevators with knobs written in Braille and ramps to allow free movement of wheelchairs) are some of the challenges that are met by a department devoted to students with disabilities.

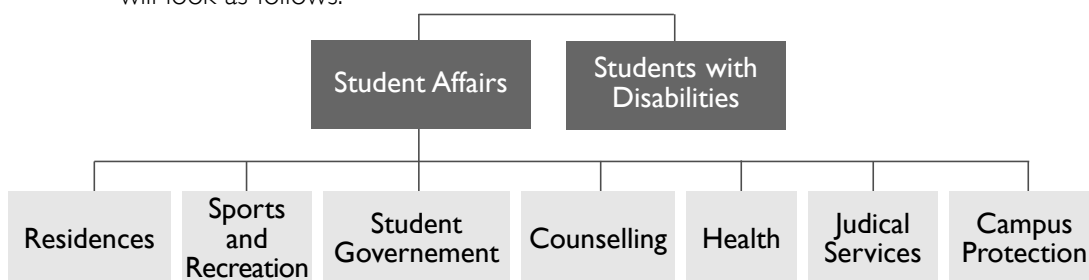
Student judicial services: Campuses are replete with students who get involved in infractions of the law and university policy. These students are then subjected to substantively and procedurally fair processes to reach decisions that are fair and punishments commensurate to the infraction.

Qualifications/training of staff

There is no set qualification for staff in student affairs in South Africa. While most upper level managers have advanced degrees, entry-level staff members seldom have degrees related to the practice of student affairs. One master's level programme in student affairs exists at the University of KwaZulu Natal in Durban and some higher education studies programmes are in place around the country.

Organizational structure of student affairs/services

Most senior student affairs positions are entitled executive dean of students. Before merger took place, most institutions had a deputy vice chancellor for student affairs. The vice chancellor is the senior executive officer in South African institutions. Effectively, the organizational chart of student affairs on many South African campuses will look as follows:



Issues and challenges for student affairs/services

The primary challenges facing South African student affairs are also those that are experienced by tertiary education in general, i.e., student financing, institutional budgets, funding of student affairs, HIV/AIDS and other health issues, governance and management, student retention and graduation, professional development, racism and crime/security.

Websites of student affairs/services professional associations/organizations

- Association of College and University Housing Officers - International (ACUHO-I) Southern Africa Chapter - <http://www.acuho-i.org/Communities/ACUHOISouthernbrAfricaChapter/tabid/712/Default.aspx>
- Campus Protection Society of Southern Africa (CAMPROSA) - <http://www.camprosa.co.za/>
- Centre for Higher Education Transformation (CHET) - <http://www.chet.org.za/index.jsp>
- Financial Aid Practitioners of South Africa - <http://www.ru.ac.za/org/FAPSA>
- Higher Education South Africa (HESA) - <http://www.hesa.org.za/hesa/>
- National Association of Student Development - <http://www.nasdev.org.za/>
- Southern Africa Association of Counselling and Development in Higher Education - <http://www.sscsa.org.za/>
- South African Association of Campus Health Services (SAACHS) - Email: Antoinette Goosen, SAACHS National Chairperson at: Antoinette.Goosen@nmmu.ac.za

South African Association of Senior Student Affairs Officers (SAASSAP) - Email: SAASSAP President, Lulu Ngalo-Morrison at Lngalo-morrison@ufh.ac.za

- South African Department of Education, Higher Education Branch - <http://www.education.gov.za/dynamic/dynamic.aspx?pageid=325&bid=3&branch=Higher%20Education>
- South African Student Sports Union (SASSU) - Email: sassu@yebo.co.za

Websites with links to student affairs publications and research

SAASSAP published one issue of its journal, *Thuso* in 2003. The other organizations have done some writing and there are some scholarly articles published on an occasional basis.

Little research exists in student affairs. One study conducted as a part of a Kellogg Foundation grant on student retention and presented at the 2007 Conference of the Southern Africa Association of Institutional Research can be found by contacting Amanda Lourens, Director of Research Support, North West University, at: amanda.lourens@nwu.ac.za.

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Spain

Enrique Iglesias H.

Background information on student affairs/services

In mid-2007 the resident population of the Spain was 45,120,000, including 1.5 million students, 74 universities and 165 Colegios Mayores (university centres integrated into the university and providing a great service to the university community).

The *Colegios Mayores* do not restrict themselves to providing lodgings and food, but provide a complete spectrum of academic, cultural and sports activities.

According to the Spanish Law, the State has transferred all powers with regard to education and science to the different autonomous regional governments and to the universities. Thus the universities have considerable autonomy and self-government, and have faced, under the protection of the Law of University Autonomy, the challenge of looking after the students' social, cultural and sport life. In this way, most of the services that have been carried out by the *Colegios Mayores* are now being offered by the university authorities through the vice-rectors and other departments or offices.

This results in a parallel way of rendering services to the university community.

In Spain, each university decides how to structure the student services. For this reason, these services could vary from an institution to another. The advice services are generally very well established and equipped in all the universities and each university is responsible for the service of advice to the students.

In Spain there is not a specific government policy for lodging students. This is a totally private field, apart from the *Colegios Mayores* of each university. Native, European or foreign students planning to study at any university not in their native city face the lodging problem. This advice service can help them.

Applications to the *Colegios Mayores* have to be made specifically to each centre.

Typical services and programmes offered

The student services of the Spanish universities tries to help the students in their academic life as well as in their social needs through the vice presidents of students.

At present this service consists of the following areas: grants and other economic aids; enquiries and documentation; legal advice; welfare centre; general affairs; orientation and information; counselling centres; disability services; health service (widely covered by the national health system); student associations; and sports. *Colegios Mayores* are under the vice-president of students (or another) or directly under the rector of the university. In many universities a special commission of *Colegios Mayores* is chaired by the rector of the university for all the affairs in relation to them.

The universities also offer an off-campus housing service. Although Spanish universities offer a variety of *Colegios Mayores* located in areas around the city or on the campus, there are unfortunately not enough available for all who may apply. As a result, the universities support an off-campus listing service. It is a computerized database of private residences, apartments, houses and flat shares offered by private owners in the area. This service is available via the Web pages of every university, but the university is not responsible for the applications. Applications have to be made directly to the private institutions.

All other cultural activities such as theatre, cinema, art exhibitions, concerts, etc. are encouraged and promoted by another vice president.

As a complement to syllabuses and teaching curricula, the students are also offered a wide range of support services to make life more agreeable and profitable during their university stay. When they arrive they can take advantage of orientation, advice and psycho-pedagogic services, and ask for social assistance and grants where applicable. During their studies, they have access to libraries, computer services, cultural and sporting activities, lodgings services and so on, and before they leave they may ask for advice and help in finding employment at the Centre for the Promotion of Employment and Practice in Industry.

Qualifications/training of staff

In the Spanish university system there are no professional programmes specifically aimed at training professional student affairs administrators. Directors (or rectors) of the *Colegios Mayores* are elected or appointed by the rector (president) of the university and his government among the faculty of the university. The remaining vice-presidents and directors of offices or departments related to the student services are appointed by the rector (president) from his team; all the administrative staff members working in the offices of the student services belong to different levels of the civil servants of the State.

One point to be considered is that the rectors of Spanish universities and their governments are elected by all the university members - students and faculty -from among the faculty.

Organizational structure of student affairs/services

As mentioned above, all the education competencies belong to the universities. The Ministry of Education and Science retains responsibility for very few. For this reason the student affairs policy is carried out by each university under a vice-rector's supervision. At the same time there is a Consejo of Colegios Mayores Universitarios de España (CCMU).

The CCMU is a legally constituted association according to the Spanish Constitution whose members are all the *Colegios Mayores* of Spain from all the Spanish universities, founded by public or private institutions. The governing body is made up of one representative from each university and an Executive Board of five members is elected from among them. A general delegate is elected mainly for international relations.

Issues and challenges for student affairs/services

In the Spanish university there is a long, deep-rooted tradition in relation to the *Colegios Mayores* and the implementation of student services.

New winds are now blowing and new student services' approaches are cropping up, coming from private companies or private groups whose main aim is to make money. They are not primarily interested in the education of the students. For this reason, private 'residences for students' are spreading all over the country, while the *Colegios Mayores* are not growing as much as would be desirable. The 'market view' of globalization is reaching student services too. From this point of view, the student is considered not as a person to be educated but as a consumer.

The European Higher Education Area (EHEA) and the Bologna Process are expected to be more than a phrase. Considerably more public and private investments in education and services will be needed to carry out this project with success.

Websites of student affairs/services professional associations/organizations

- Homepage of Consejo de Colegios Mayores Universitarios de España with links to 165 CCMM - <http://www.consejocolegiosmayores.es>
- Homepage of Ministry of Education and Science (MEC) with links to all Spanish Universities where their Student Services can be found - <http://www.mec.es/educa/ccuniv/html/interna/enlaces.html>

- Homepage of Servicios de Informacion y Orientacion Universitarios (SIOU) - <http://siou.um.es/home.php>

Websites with links to student affairs publications and research

- CCMM - <http://www.consejocolegiosmayores.es>

Sweden

Kerstin Brolén

Background information on student affairs/services

There exists no national organization for student affairs/services in Sweden. The social services are provided by the local universities and therefore differ between places.

On national organization exists for grants and loans, Centrala Studiestödsnämnden (CSN). It is government-based. Another is an authority coordinating admission to the university programmes, Verket för Högskoleservice (VHS). However, the local university is responsible for the final admission. VHS provides service to the local universities and also offers expertise in the juridical and economical areas. There is also the national agency for education, Högskoleverket (HSV).

Typical services and programmes offered

- All services are offered locally at the individual universities.
- It is compulsory that every university offers the students health services.
- Typical services that may be offered at the different universities are include academic advising/educational counselling, orientation programmes, counselling for psycho-sociological problems, counselling related to study financing (to provide information), counselling for students with disabilities, career services and counselling for study abroad programmes.
- The universities do not offer student accommodation; instead, companies own these and the students apply directly here to them. Up until 1 November 2007 the universities did not have a legal possibility to own and/or sublet student

accommodation. The recent change will probably affect student services in the future. Svenska Studentbostadsföreningen(SSBF) owns and operates the national student accommodation portal, which was established to help students in finding companies offering student accommodation.

- The universities do not offer legal counselling (students' own responsibility), dining/food services/student restaurants and cafeterias (private companies at campus), child care (local government), student jobs (students' own responsibility), sports (local government, private companies and student organizations), cultural activities (student organizations), travel agencies (private companies) or bookstore services (private companies and student organizations).

Qualifications/training of staff

None specific, differs between universities.

Organizational structure of student affairs/services

Since no national organization exists and all is locally based, the organizational structure differs between the universities.

Issues and challenges for student affairs/services

None specific, differs between universities.

Websites of student affairs/services professional associations/organizations

- <http://www.hsv.se>
- <http://www.vhs.se>
- <http://www.csn.se>
- <http://www.ssbef.se>
- www.sokstudentbostad.se

Ukraine

Iryna Matveeva

Background information on student affairs/services

In Ukraine student affairs services are distributed among and administered by various administrative and academic units of individual education institutions. Student affairs/services as an institutionalized single unit is a fairly new concept in Ukraine. Additional research is necessary to make generalizations.

This report is based on description of current practices in the three leading universities of Ukraine: National University Kyiv-Mohyla Academy, Kyiv National Taras Shevchenko University and Kyiv Technical University.

Typical services and programmes offered

General oversight of student affairs is typically conducted typically by the dean's office of work with students (as in Kyiv-Mohyla Academy), specifically: support of student's self-governance; ensuring social protection of students; financial aid information assistance; organizational support of student's actions; pre-admission and post-admission orientation; and alumni affairs.

Academic departments are responsible for academic advising, admission of students, student registration and records.

Student housing, student dining halls, advisory services, recreational and cultural activities, university preparatory services, study abroad programmes, programmes for incoming international students are offered through various administrative units of individual education institutions. Student jobs and career counselling is available through centres for student employment.

Advocacy of students' rights and mediation with the university administration are primary goals of the national student professional association. The student association is represented in every state university and many private institutions. In addition to advocacy, its activities include disseminating information about available financial aid, overseeing fair student housing administration, assisting in student job search and recreational activities.

Qualifications/training of staff

Student services staff are typically administrators with relevant qualifications specific to their fields of practice. No degree programme specifically focused on student affairs is offered in Ukraine.

Organizational structure of student affairs/services

Organizational structure may vary in different institutions. Typically, the vice-president of academic and student affairs (Navchalno-Vyhovna Robota in Kyiv Technical University) coordinates the work of the department of academic and student affairs as well as the department/office of the work with students. The vice-president of academic and student affairs oversees academic and extracurricular activities, enhancement of student self-governance and protection of the student rights and social guarantees.

In case of the Kyiv-Mohyla University, the office of the work with students is headed by the dean who reports to the vice-president. The office may also include the centre of student employment as in case of Kyiv-Mohyla Academy or it may be a separate entity.

Large universities tend to administer work with international students through a separate unit. For example, at the National University of Kyiv-Mohyla University the department of foreign cooperation provides assistance to international students in the following: admission, Ukrainian language instruction, housing, pre-departure orientation and legal status guidance. The staff includes an international students affairs coordinator, students and faculty advisors, and educational and post-graduate international programmes advisors. In the case of Kyiv National Taras Shevchenko University, the preparatory department is responsible for assisting incoming international students.

Issues and challenges of student affairs/services

A more unified and institutionalized approach is needed for student affairs in Ukraine. Further research in student affairs and current practices across the sector is necessary.

Websites of student affairs/services professional associations/organizations

- National University Kyiv-Mohyla Academy -
http://www.ukma.kiev.ua/eng_site/en/students/dean/index.php

- Kyiv National Taras Shevchenko University - <http://www.pfku.univ.kiev.ua>
- Kyiv National Taras Shevchenko University - Student life:
<http://www.univ.kiev.ua/ua/geninf/>
- Kyiv National Taras Shevchenko University - Professional Student Association
(in Ukr) - <http://www.univ.kiev.ua/ua/stud>
- Kyiv Polytechnic Institute: student employment centre - <http://sec.ntu-kpi.kiev.ua>
- Kyiv student association - www.spa.com.ua
- National Technical University of Ukraine: student association -
www.studprofkom.ntu-kpi.kiev.ua

Websites with links to student affairs publications and research

Little research is available on student affairs in Ukraine in English. More analysis of available research in the native language is necessary.

United Arab Emirates

Denise Gifford

Background information on student affairs/services

The United Arab Emirates is a small, oil-rich country located on the Persian Gulf to the East of Saudi Arabia. All United Arab Emirates young people have access to higher education paid for by the government. Federal institutions of higher education are increasing with the 12 campuses of the Higher Colleges of Technology, the very large United Arab Emirates University and the three campuses of Zayed University developed for women of the United Arab Emirates only but recently opened to international students and male students as well. The Emirates College of Advanced Education is a federal university located in Abu Dhabi. The private higher education sector continues to grow with the participation of both recognized and little-known institutions from Canada, India, Pakistan, the United Kingdom and the United States. Student affairs services vary by university and are only fully functioning in a handful of universities as the educational role of student affairs is not yet clearly understood. On each campus, student affairs personnel may include 2 to 15 persons depending on the

configuration of the services provided. A recent event for student affairs professionals from throughout the country generated a group of 100 with estimates that there are at least 150 to 200 student affairs staff members employed at institutions in the United Arab Emirates.

Typical services and programmes offered

Registration services, academic advising, personal counselling services, student activities, recreational sports and activities, student housing services, international student services, services for students with disabilities, career and placement services, and health services. While all these services are provided in at least one university in the country, most institutions provide some of the services listed.

Qualifications/training of staff

There are no graduate preparation programmes in Student Affairs in the United Arab Emirates and therefore student affairs administrators with master's and doctoral credentials are recruited from the United States and Canada for upper level positions such as dean of student affairs. Most student affairs staff members have bachelor's degrees and often have experience in the area of specialization. An effort to hire citizens of the United Arab Emirates results in the hiring of citizens with bachelor's degrees and no previous work experience to student affairs positions.

Organizational structure of student affairs/services

Typically the head of the student affairs staff, i.e., dean of students, supervisor of student services or director of student services, reports to the chief academic officer. The head of the student affairs area typically has staff reporting in a number of the specialty areas listed above, including counselling, housing, activities, recreation, etc. The size and maturity of the institution usually determines the richness and breadth of the student services offered. Staff and administrators are hired for fixed terms and, because most student affairs staff members are expatriates, the turnover of staff is higher than in countries where the student affairs staff is comprised primarily of citizens working in their home country.

Issues and challenges for student affairs/services

The issues and challenges relate to specific cultural issues of the country, supervision of an international expatriate staff with a multiplicity of work habits and expectations due to their own cultural heritage and the inherent challenges involved in a society that expects university administration to serve as *in loco parentis* to an extreme not common in the West. Due to the protective nature of Arab families, especially regarding female children, students are monitored when they enter and leave the campus, and perimeter walls and proximity systems that record all entries and exits of students are common. Student affairs administrators are expected to administer these functions as well as ensure that students never leave campus unchaperoned. Student services is still often considered secondary in status and administrators receive less recognition than do their academic counterparts. Student affairs administrators are commonly expected to act in a punitive manner towards students rather than as developmental educators. There are many parallels between the youth and immature nature of student affairs in the United Arab Emirates and the growth and development of student affairs in North America from the 1950s until today.

Websites of student affairs/services professional associations/organizations

NASPA Region III has taken the United Arab Emirates under its wing and the United Arab Emirates branch is commonly known as NASPA/UAE. For two years, a one-day-drive in NASPA professional development workshop has been hosted by Zayed University to bring student affairs professionals from throughout the United Arab Emirates together. Over 100 student affairs professionals have attended each year. The first year focused on NASPA and student affairs as a profession rich with professional development opportunities for United Arab Emirates student affairs staff and the theme of the NASPA/UAE Workshop was Creating a Climate of Academic Integrity, with Dr Donald McCabe from Rutgers University, United States, as keynote speaker. Small group sessions in the afternoon allowed staff to meet and discuss common issues with their counterparts from throughout the country. An interest has been expressed by student affairs professionals in Qatar and Oman to join NASPA/UAE which will broaden its appeal and focus, and require a name change as well. The student affairs staff in the Emirates are thirsty for professional development opportunities and extremely appreciative of the smallest of offerings. Zayed University hopes to create a website for the organization in 2008/2009.

United Kingdom

Andrew West

Background information on student affairs/services

Student services departments are now a well-established feature of higher education institutions in the United Kingdom. The function has a longer history in the former polytechnics ('new universities'), with the concept spreading across all institutions following the national restructuring of the higher education sector in 1992. Typically there is some crossover of responsibility with the department responsible for student administration, often called the academic registrar's department. Student associations are also active throughout the sector. These are independent organizations based on each campus with a funding subsidy from the higher education institution to which they relate. Depending on the size of the university, this association (or 'union' or 'guild') may deliver a significant range of commercial and support services to students (such as catering services and housing advice) alongside the provision of student activities and social events, as well as opportunities for student development and leadership.

Typical services and programmes offered

- Welfare and support services, including provision for disabled students.
- Residential services and support.
- Financial assistance.
- Support for student complaints, appeals and disciplinary/judicial procedures.
- International student support.
- Services relating to student health and wellbeing, such as health promotion, medical consultation, counselling.
- Student induction and orientation.
- Study skills provision, including academic and social mentoring.
- Community liaison activity, such as student volunteering.
- Student activities and events.
- Outreach to schools and colleges, including involvement in recruitment and admissions work.

- Careers guidance.
- Agencies for part-time employment.
- Sports and recreation services.
- Child care provision.
- Chaplaincy and faith-related activities.

Qualifications/training of staff

Many members of staff hold generic academic qualifications, such as a first or higher degree (in particular for more senior staff). Some possess education or management-related qualifications such as a M.Ed. or M.B.A. Where relevant, specific professional qualifications are also required (e.g., in healthcare and counselling). A number of degree programmes related to the profession of higher education administration and management now exist in the United Kingdom. These may include elements or specialist tracks relating to student services. Such qualifications are increasingly encouraged by employers but tend not to be a formal requirement.

Organizational structure of student affairs/services

A typical student services department comprises a number of functional units (e.g., disability support, careers and student housing), with the manager of each unit reporting to a head of student services. Depending on the size and type of institution, the head of student services may report upwards to the head of a larger service department, a head of university administration, or to an academic manager (such as a pro-vice-chancellor) responsible for teaching or for the student experience across the institution. A head of student services may or may not be part of the senior management group for the institution.

Issues and challenges for student affairs/services

- Increasing student expectations and the emergence of the concept of student as 'customer'.
- Improving services for international students.
- Mental health provision.
- Professionalization in the field of university administration.

- An increasingly competitive higher education sector.
- The implications of the Bologna agreement in the European Union.
- Capitalizing on the effective use of information technology systems in student support.
- Widening participation in the sector (for example, in terms of student socio-economic background) and the implications for enhanced support.
- Resourcing/budgeting challenges.

Websites of student affairs/services professional associations/organizations

- The Association of Managers of Student Services in higher education is the key professional association for senior student affairs officers - <http://www.amoshe.org.uk>
- A significant proportion of the membership of the Association of University Administrators (a cross-sector and cross-functional association) work in the field of student support - <http://www.aua.ac.uk/>
- Members of the Academic Registrars' Council may also have responsibility for student services, as referred to above - <http://www.arc.ac.uk/>
- The umbrella body for student associations is the National Union of Students - <http://www.nusonline.co.uk/>.
- Professional managers of these organizations may be members of the Association for Managers in Students' Unions - <http://www.amsu.net/>
- Student health - <http://www.bahshe.demon.co.uk/>
- Student accommodation - <http://www.unipol.leeds.ac.uk/National/>
- International student services - <http://www.ukcosa.org.uk/>
- Disabled student support - <http://www.skill.org.uk/>

Websites with links to student affairs publications and research

- The Journal of the Association of Managers of Student Services in Higher Education - <http://www.amoshe.org.uk/microsite/about.htm>.

- Perspectives (Journal of the Association of University Administrators) - <http://www.aua.ac.uk/publications/perspectives/>
- Additional research and other publications are available from the websites of the professional associations and other organizations referred to above, as well as from sector-wide bodies such as Universities United Kingdom, which supports a research theme relating to the student experience - <http://www.universitiesuk.ac.uk/>
- There are also more specific journals and publications, such as in the field of student counselling - <http://www.aucc.uk.com/journal.html>

United Republic of Tanzania

Aminiel E. Mara

Background information on student affairs/services

At the University of Dar es Salaam, all students' welfare is entrusted to the office of dean of students. The vision of this office is to create an enabling environment, to nurture and empower students to behave in a mature and responsible way. This is to enable them to become loyal citizens of their respective communities and countries. Likewise, the mission of the office is to oversee and coordinate effectively and efficiently all students' affairs and related policies formulated by the university.

Typical services and programmes offered

The office of dean of students has specific objectives for the personal growth and academic development of individual student. These objectives include:

- To advocate for the provision of opportunities that respond to specific needs of female and disabled students and other disadvantaged groups within the student community.
- To facilitate healthy and mutual communication that helps students utilize available opportunities and hence contribute to the university community of which they are integral part.

- To supervise and follow-up in order to ensure that students are provided with adequate health services, accommodation, sports and games, catering, individual counselling and guidance, and judicatory and control services.

Qualifications/training of staff

The overall head of this department holds a Ph.D. and is also a member of the academic staff. Other members of staff hold masters' and first degrees from this and other universities. The majority of staff specialized in counselling/psychology, education, sociology, public administration, and sports and games. The university remains the sole educator of its employees. The office of the dean of students conducts internal training programmes that focus on providing quality student services and welfare.

Organizational structure

The dean of students has overall charge of the department, assisted by a deputy dean of students.

Five units provide various services to the students and other members of the university community: counselling and guidance; sports, games and recreation; catering, health and accommodation; student governance; finally the University Students' Accommodation Bureau (USAB). Each unit is supervised by a coordinator and all five coordinators are assistants to the dean of students.

Issues and challenges for student affairs/services

The university is a public institution; in this regard administration and financial support come from the government. Given the low income of its citizens, the government has limited funds and hence provides a meagre budget which renders the university incapable of fulfilling its vision and mission.

Introducing formal counselling to the university community seems an incongruous task. African lifestyle encourages community life and extended family. However, due to formal education, globalization and the like community life is gradually changing. As a result, students have to seek counselling services.

There is gender imbalance in student leadership. For instance, in 2007/2008, of the 29 student leaders, only 10 were females, about 34.4 per cent of the leadership team.

Websites of student affairs/services, professional associations/organizations

There is a national organization of university students, the Tanzania Higher Learning Institutions Student Organization (TAHLISO) which brings together all university students in public and private institutions. Its goal is to address issues that affect the academic lives of students in higher education institutions.

- The homepage of the office of the dean of students is within the University of Dar es Salaam -www.udsm.ac.tz

United States of America

Jeanna Mastrodicasa and C. Carney Strange

Background information on student affairs/services

Higher education institutions in the United States differ widely in history, culture, mission and traditions, as well as size, reputation, resources, geographic region, and academic specialization. The 4,276 American colleges and universities also fit into other categories, such as two-year and four-year colleges, historically Black colleges and universities, Hispanic-serving institutions, tribal colleges and universities, religiously affiliated schools, women's colleges and for-profit institutions.

Student affairs began as a function of United States universities after the First World War and have since been a part of American colleges and universities. Early student affairs professionals sought to provide educational services that focused on the whole student and original functions included vocational guidance, career placement and data collection on students' interests. Student affairs professionals and colleges acted in the place of parents - *in loco parentis*. Most U.S. institutions created two parallel student affairs organizations based on gender, led by a dean of men and a dean of women. From 1910 until about 1960, these positions were the standard organizational structure in student affairs, assuming that different policies and procedures were necessary for men and women. A massive influx of students to U.S.

campuses after World War II as well as unrest on college campuses in the 1960s led to the elimination of student affairs professionals acting *in loco parentis*. Today, student affairs is considered to be a major part of the general administration and educational programme of the American university.

Typical services and programmes offered

Student affairs divisions are organized with different missions depending on the type of institution they serve, but American college campuses across the country tend to have many of the same student affairs functions. Student affairs functions have become highly professionalized and specialized in the past 25 years, resulting in improved quality of staff and effectiveness of services.

There are a tremendous number of core functions of student services in the United States, including the following areas: academic advising; admissions; assessment, research and programme evaluation; athletics; campus safety; career development; college or student unions; community service and service learning programmes; commuter services and off-campus housing; counselling and psychological services; dean of students office; dining and food services; disability support services; enrolment management; financial aid; fund-raising and fund development; graduate and professional services; Greek affairs; health services; international student services; judicial affairs; leadership programmes; lesbian, gay, bisexual and transgender (LGBT) services; multicultural student services; orientation and new student programmes; recreation and fitness programmes; religious programmes and services; registration services; residence life and housing; student activities; and women's centres.

United States student affairs professionals include entry-level staff members who provide direct educational service to students, mid-level supervisors of complex functional areas and executive-level managers with direct responsibilities for supervising other educators and staff members, and managing multimillion dollar budgets. In addition, some student affairs professionals may be functional specialists and others are more generalists. Student affairs professionals are undertaking a growing number of administrative functions due to increased numbers and diversity of students and the addition of more educational functions at institution.

Qualifications/training of staff

Student affairs professionals in the United States typically attend a master's degree preparatory programme in student affairs. The curriculum for the master's degree typically includes theoretical background and knowledge related to understanding college students, higher education and the practice of student affairs, as well as the development of effective student affairs practitioners through guided and supervised experiences in student affairs through a practicum, internship or assistantship. As part of this preparation, master's students learn student development theories including psychosocial development, identity development and campus ecology theories.

Entry-level positions most often require completion of a master's degree in college student personnel or a related discipline. Leadership positions require additional preparation at the doctoral level along with significant experience. Professional development is available in an extensive system of conferences, workshops and on-line opportunities conducted at institutions, or regionally and nationally through professional associations. A listing of graduate-level training programmes can be found at <http://www.myacpa.org/c12/directory.htm>.

Organizational structure of student affairs/services

Institutional size, mission, culture and traditions determine the organizational structure of the student affairs division. For example, if a college's mission is to educate underprivileged students, their recruitment, financial aid and retention programmes would be likely to have more staff and resources. Small private residential colleges may feature a dean of students who supervises the principal services. Large public universities are served typically by a vice president of student affairs, who is a member of the president's cabinet and who manages a complex portfolio of specialized offices attending to all of the student affairs/services needs. Other factors that affect the organization of a student affairs division are the professional background of the student affairs staff, student characteristics, the presidents and senior academic officers, the academic organization, financial resources, technology, and legislation and court decisions. Generally, student affairs divisions are charged with the oversight of campus life beyond the classroom and the complementarity of learning that occurs in those venues.

Issues and challenges for student affairs/services

Student affairs in the United States faces several challenges and opportunities in its relationships with other entities. Those relationships often depend on the personalities and backgrounds of the individuals involved as well as the size and type of institution. Mandates from the United States government have created additional work and also affected the priorities and budgets of higher education institutions. There has been a recent focus on the issue of accountability in higher education, with federal and state governments taking an interest in the results of its colleges and universities. Rising costs of providing services are creating the need for additional external sources of funding. Quality of campus life is a significant predictor of student enrolment and retention. Key questions of student learning and measures of student success are driving outcomes assessment and institutional accountability. Coordination and integration of academic and student affairs continues to be a challenge as institutions invest in learning communities and the creation of whole learning experiences.

Websites of student affairs/services professional associations/organizations

Major professional organizations in student affairs/services include:

- ACPA - College Student Educators International - www.acpa.nche.edu
- NASPA - Student Affairs Administrators in Higher Education - www.naspa.org

Numerous regional and specialized organizations are associated with all of the student service functional areas. Websites for these organizations and other higher education groups can be found at:

- NASPA -
<http://naspa.org/programs/internet.cfm?category=Associations%20in%20Higher%20Education>

Websites with links to student affairs publications and research

Both NASPA and ACPA publish journals, books, and other publications related to student affairs practice and research. Many of the specific journals and magazines require membership in the organization for access. Those include the on-line NASPA Journal, the Journal of College Student Development, About Campus, NASPA Net

Results, and many more. Those professional associations' websites have links with information about those publications.

- Journal of College Student Development (ACPA members only) - http://www.myacpa.org/pub/pub_jcsd.cfm
- About Campus (ACPA members only) - http://www.myacpa.org/pub/pub_jcsd.cfm
- NASPA NetResults - <http://www.naspa.org/netresults/index.cfm>
- NASPA Journal (NASPA members only) - www.naspa.org (click on publications)
- Journal About College and Character - <http://www.collegevalues.org/>
- NASPA Leadership Exchange - <http://www.naspa.org/membership/mem/leadership.cfm>
- Extensive listings of student services and student development resources can be found at Jossey-Bass Press - www.josseybass.com.

Uruguay

Adriana Fernández Otero and Luisa Peirano

Editor's note: most of the following information refers to student services for international students. Some also applies to domestic students, although these services are decentralized and vary for each education centre.

Background information on student affairs/services

For 150 years the Universidad de la República has been the one accredited university in Uruguay. In 1995, a change in regulations governing higher level education in Uruguay permitted the establishment of four private institutions: Universidad Católica, Universidad ORT, Universidad de Montevideo and Universidad de la Empresa. Other accredited university institutions offer degrees at the university level, but do not have the status of 'universities' because they do not have at least three fields of knowledge.

Although Uruguay has traditionally developed a high quality education at the university level, it lacks academic degrees to qualify staff to better provide services to

students, mainly for international students. However, in recent years, the public and the private universities have developed international offices in order to provide guidance and assistance to students. Some institutions offer academic advisory services and assist students in the allocation of places to live. At the national level the Instituto Nacional de la Juventud, through its Centro de Información para la Juventud, provides information on student financial aid.

Typical services and programmes offered

Students usually live in rented apartments or university residences. Hotels are expensive for long-term courses. Each education centre offers different services, so it is important for students to do research before coming to the country to make sure that they can find those items that cater best for their needs.

The most common services offered are: academic advising/tutoring, sports and recreation activities, peer mentoring, orientation and student volunteering.

Qualifications/training of staff

Each institution hires staff for its international offices. Private institutions tend to hire staff with bachelor's degrees and master's degrees. However, qualification of the office staff is not necessarily a formal requirement.

Organizational structure of student affairs/services

This depends on the institution. There is usually a director or vice-president for international affairs, coordinators and assistants in different areas.

Issues and challenges for student affairs/services

Reduced budgets for these areas make difficult the development of big student offices. Creativity is, therefore, an important issue to offer a good service with limited resources. The major challenges include:

- Improving lodging conditions.
- Providing better health assistance.
- Professionalization of education centres personnel.

Websites of student affairs/services professional associations/organizations

The principal national institution dealing with international cooperation and exchanges in higher education is the Oficina de Planeamiento y Presupuesto:

- www.opp.gub.uy

Websites with links to student affairs publications and research

- www.universia.edu.uy

Zambia

Hector Chiboola

Background information on student affairs/services

Zambia, geographically located in the Southern African region, is a developing country sandwiched among eight countries, namely, clockwise: Malawi and Mozambique to the east, Zimbabwe and Botswana to the south, Namibia and Angola to the west, and the Democratic Republic of the Congo and the United Republic of Tanzania to the north. It attained political independence from British rule in October 1964. At the time of independence, Zambia had no university; it had a few colleges offering courses, mainly in teacher education.

During the first ten years after independence, Zambia witnessed a heightened expansion and establishment of tertiary institutions of higher learning. The University of Zambia were established in 1966. A teachers' training college and a trades training institute was established in each of the nine provinces of the country. This was possible because of the favourable economy and education policy prevailing at the time. The Government viewed human resource development through education as cardinal to Zambia's emancipation. However, there was a slackening in the heightened expansion of tertiary institutions of higher learning in the years that followed, primarily because of a shift in policy and priority directions. The country only has three public universities, the second established in 1987 and the third in 2007. In addition, seven private universities had been established by the end of 2007, making a total of 10 universities in the country with close to 12 million people.

Student enrolment in universities and other institutions of higher learning is very competitive and in high demand. As a result, not every school leaver is finding a place in these establishments. Notwithstanding the foregoing, however, there were close to 30,000 students enrolled countrywide in universities and other institutions of higher learning at the beginning of 2008. Of that total, 10,000 are enrolled at the University of Zambia. This remarkable enrolment at university level is a clear indication that many Zambians want a university education for personal advancement. Although student personnel services may be similar in universities and other institutions of higher learning countrywide, this presentation focuses on the University of Zambia as a case study for Zambia.

Typical services and programmes offered

Besides the core business of teaching and learning and research characteristic of most universities worldwide, the University of Zambia is also responsible for the organization, coordination and administration of various student services. These include student accommodation, personal counselling and career guidance, health and social welfare, student governance and industrial relations, security and disciplinary control, socio-cultural and extramural activities, and campus hygiene and sanitation. All these student services are directed and coordinated by the office of the dean of students.

The primary goals of student services at the University of Zambia are:

- 1) Application of policies and guidelines on general counselling services, life skills and career development, social welfare amenities, student governance and industrial relations.
- 2) Participation in sport, recreation and socio-cultural activities for the enhancement of students' personal development, growth and potential.
- 3) Provision of support services and systems for the enhancement of non-academic aspects and social welfare needs of students.
- 4) Promotion of information flow and communication between the various structures of student organizations and the university management systems.

Qualifications/training of staff

Members of staff in the office of the dean of students can be classified in three categories, those with post-graduate qualification (i.e. master's or Ph.D. degree); those with undergraduate qualification (i.e. bachelor's degree); and those with secondary school level qualifications (i.e. with minimal or no formal training in professional careers). At present, the first category includes the dean of students, deputy dean of students and the head of counselling services; the second category includes assistant deans, student counsellors, sports and recreation officers, student affairs officers and administrative officers; and the last category includes junior administrative officers, assistant student affairs officers, and the general rank and file. The fields of specialization for most members of staff administering student services include counselling, psychology, social work, education and human resource development. Most members of staff in the rank and file category do not hold any professional or occupational qualifications.

Organizational structure of student affairs/services

The dean of students is the professional and administrative head of the student affairs unit of the University of Zambia; he is directly answerable to the vice chancellor. He is assisted by the deputy dean, senior counsellor and two assistant deans. The operatives include the student counsellors, student affairs officers, sports and recreation officers and administrative officers. The lower level consists of the rank and file staff.

Issues and challenges for student affairs/services

The provision of student services is dependent on the university budget, largely through the Government grant and tuition fees. The budget is generally inadequate due to the many competing needs, including staff welfare and retention. The other challenge relates to inadequate infrastructure and facilities (e.g., student accommodation, cafeteria services, lecture theatres and library) to support the gradual increase in student enrolment that has spanned the past 35 years. The university has existed for 42 years. The resultant effect has been perpetual overcrowding and poor living conditions in student hostels.

Websites of student affairs/services professional associations/organizations

Although the need to foster a collegiate relationship with other universities and institutions of higher learning is apparent, inter-varsity associations or/and professional associations are lacking in Zambia. For instance, the University of Zambia has a unitary students union. The same arrangement applies at some tertiary institutions of higher learning countrywide. In the past two years or so, there has been a movement toward the establishment of a national students union whose mandate draws on representation and membership from all registered tertiary institutions of higher learning in Zambia. It is anticipated that once this national students union is operational, greater benefits will accrue in areas such as student politics, student advocacy and militancy with national impetus.

Zimbabwe

Sarafina Mudavanhu

Background information on student affairs/services

Since the attainment of independence in 1980, there have been calls by the Zimbabwean government for reforms in higher education. In 1980, there was only one university in Zimbabwe, the University of Zimbabwe, but due to reforms and assessment movements, largely initiated by educationists and state legislators concerned about educational quality, the country now has nine universities, two of which are privately owned. The Chitsanga Commission of Inquiry of 1995 is one example of such movements, that later saw the establishment of four state universities. The commission proposed the transference of Teachers and Technical Colleges into degree-awarding institutions that would eventually become universities in their own right. Meanwhile all the other administrative logistics were being run under the University of Zimbabwe with the dean of students being at the University of Zimbabwe and deputy deans at the helm of the Division of Student Affairs in the institutions. These new institutions took in smaller numbers; dealing with student matters/issues, therefore, was not a problem.

The University of Zimbabwe in the capital Harare is the largest and oldest university in Zimbabwe. It was formed through a special relationship with the University of

London and opened its doors to its first students in 1952. This also marked the beginning of student affairs in Zimbabwe with proctors and senior proctors then responsible for what was called student welfare. Later on the dean of students title was employed to denote the person heading the division of student affairs.

Institutions of higher learning in Zimbabwe are accredited through the National Council for Higher Education under the Ministry of Higher and Tertiary Education. English is the medium of instruction in all institutions. Although once a very successful and highly rated education system in Africa, higher education has declined over the past decade in Zimbabwe due to political unrest, economic hardship and poverty in general, all hitting the nation hard. This has led to student unrest within institutions countrywide, which has destabilized the education system in Zimbabwe, especially higher education.

Today, all nine universities have an established division of student affairs. The main aim of student affairs in Zimbabwe is to provide a student-centred, co-curricular environment that enhances the academic mission of the university concerned through the provision of a wide range of campus support services that promote student development. Student affairs in Zimbabwe is also guided by the belief that learning is not solely confined within the four walls of the classroom, but rather that a lot of learning takes place outside the lecture room. Student affairs practitioners also believe that students can best attain their professional goals in a supportive environment; hence the office of the dean of students is primarily concerned with students' personal, social and intellectual welfare, from enrolment to graduation. The hallmark of student affairs in Zimbabwe is also to create partnership and encourage interaction between students and faculty, students and administration, and among students themselves, without any form of discrimination at any level. Other values that are upheld by student affairs include the commitment to acknowledging, valuing and celebrating a diverse multicultural student population within our institutions, removal of barriers to students' academic and personal achievements, the enhancement of decision-making skills and the development of ethical values. Above all, student affairs is committed to collaborating and working with other departments within the institution, all to create a conducive living-learning environment for students.

There are two main national student associations that represent students at a national level. These are Zimbabwe National Students Union (ZINASU) and Zimbabwe Congress of Student Union (ZICOSU). Over the past decade, these two student

associations have been influenced by national politics with ZINASU being mainly aligned to the opposition party and ZICOSU the ruling party. However, national politics is not allowed on university campuses; hence no political societies are allowed or encouraged on campus.

Typical services and programmes offered

Clubs and organizations - Institutions offer many opportunities on/off campus for including student-run organizations, societies and clubs ranging from social, technical, professional, spiritual, and ethnical to sports. Study trips to different industries, organizations and tourist attractions are arranged for students by the division of student affairs. Guest speakers from reputable institutes, industries and organizations are invited and seminars/workshops are held regularly.

Accommodation - The division of student affairs is also responsible the provision of student accommodation on campus. Due to limited accommodation on campus, the office of deputy dean of students liaises with the local community, from the city fathers to the business community, to secure off-campus accommodation. Various halls-of-residence programmes are run within the residences.

Chaplaincy - The university chaplaincy is staffed by a senior ecumenical chaplain, a religious leader who offers general support and guidance while also drawing attention to the spiritual values within the various faiths. The services of the chaplaincy are open to the entire university. Some of these services include counselling, conducting of religious ceremonies such as weddings, baptisms and burials, conducting regular workshops, services and hosting seminars for the university.

Counselling and advisory services - A trained and qualified counsellor heads the department in most institutions. It offers personalized counselling services to students faced with personal, emotional, social, academic, career, financial and health problems. The department also seeks to empower students to solve or cope with their own problems so that they are able to concentrate on their core university activities. Most importantly, the department cherishes the value of confidentiality and informed consent.

Student health services - This department supports and promotes student health in all aspects. A qualified chief nursing sister usually heads the department with a sessional doctor coming in on designated days to attend to referral cases. Student

health also provides health education, counselling, curative treatment, family planning and peer education programmes. Universities also subscribe to medical aid societies of their choice, with every registered student automatically becoming a cardholder in order to be eligible for clinic services. The student contributes a minimal charge to the medical aid and in return gets care and treatment at any government clinic or hospital. The health department also cherishes the ethics and values of anonymity, confidentiality and informed consent.

Sports and recreation - A director of sports in most institutions heads the department of sports and recreation that focuses on physical and mental activities that relieve students from academic stress. By so doing, students from all walks of life, tribes, races, colour and beliefs are united. Sporting activities offered in most institutions include football (male/female), netball, tennis, hockey, cricket, basketball, volleyball, table tennis, squash, darts, chess and rugby. Sports at the University of Zimbabwe are centred in the sports pavilion built with a donation from then Rhodesian (now national) breweries. Most universities' football teams play in the country's first or second division one/two football competitions. Students compete in the annual Zimbabwe Universities Sports Association (ZUSA) games. Sporting grounds and facilities are available on campus and their maintenance is the responsibility of the director of sports. In recent years, accessing funds from the state procurement board for such purposes has been a challenge.

Student liaison - The welfare/liaison department is responsible for the provision of advice and relevant information on students' grievances and queries in relation to their welfare on campus. These include the securing of loans, safety and the social welfare of students in collaboration with all stakeholders. In some institutions students with disabilities are also dealt with in this department. The University of Zimbabwe and more-established institutions have a separate department called the disability resource service that oversees facilities and accommodation issues and other specific needs for students with disabilities. The main purpose of the office is to create a favourable learning environment through handling students' welfare concerns.

Cultural affairs - The culture and theatre arts department is a unique dimension of the division of student affairs. At the moment, this office exists only at Great Zimbabwe University whose vision is to be the centre of excellence in creative arts and culture. It exists to ensure that students make profitable use of their leisure time by engaging in cultural and theatre activities of both local and international standing, such as

speech nights, modelling, theatre performance (poetry, dance and drama), script-writing and directing. During international culture week Great Zimbabwe University usually celebrates the cultural heritage of other nations and of Zimbabwe as embodied in its vision and mission.

HIV and AIDS life skills - This department in most institutions is headed by a coordinator who is trained in issues to do with HIV/AIDS. In addition to basic HIV/AIDS services, the department offers training in student leadership development through various government and NGOs on issues that have to do with day-to-day life skills.

Qualifications/training of staff

Student affairs staff members are required to be holders of at least a first degree (bachelor's). Besides that, there are no set qualifications. The dean of students, however, should be a holder of at least a master's degree with relevant experience in administration. Former student leaders stand a higher chance of working in student affairs as they are considered people with the experience of working with students. No specific training programmes for student affairs practitioners are available in the country at the moment. Great Zimbabwe University has managed to send two of its staff members to the University of KwaZulu Natal in Durban, South Africa to undertake some higher education graduate programmes specializing in student affairs. One has already graduated and is expected to train others through workshops and even go beyond staff to faculty and students at the institution and the nation at large.

Organizational structure of student affairs/services

At the top of the division of student affairs is the executive dean of students. Most departments are headed by directors, coordinators or administrative assistants, depending on the institution.

Issues and challenges for student affairs/services

The main challenges facing Zimbabwe student affairs are similar to those affecting higher education in general. The division is greatly affected by under-funding that makes it difficult for student affairs activities to succeed. The country is generally facing very high inflation coupled with economic hardships and political unrest. These have

not spared student affairs as students fail to access government grants and other privileges that assist them during their years at university. Other challenges include inadequate and expensive accommodation on and off campus, limited institutional budgets, inadequate infrastructure (staff offices, lecture rooms, recreational facilities and residence halls), HIV/AIDS and other health issues, and catering services as there are no funds to buy food for students on campus. Generally there is a gap between student affairs and faculty. Not much out-of-class interaction between students and faculty exists. The division of student affairs is therefore seen as the last priority on the university list of priorities and, if budget cuts are to be inflicted, it will be in the student affairs budget.

Websites of student affairs/services professional associations/organizations

At the moment no established boards or organizations to deal with student affairs are available in Zimbabwe. Deans of students at times meet for workshops/seminars but without an established association. It is, however, imperative that such organizations, websites and links be put in place if networking among the divisions of student affairs in Zimbabwean institutions is to be enhanced. With the current economic hardships and political instability, it will be some time before such links are effectively put in place.

Regional and international higher education, student and government associations/organizations related to student affairs and services

Roger B. Ludeman

Africa

- All-Africa Students Union (AASU) - aasusecgen@yahoo.com; bariham@hotmail.com
- Association of African Universities (AAU) - <http://www.aau.org>
- Association for the Development of Education in Africa (ADEA) - <http://www.adeanet.org>
- Fédération africaine des parents d'élèves et étudiants (FAPE) - <http://www.actufape.org>
- Forum for African Women Educationalists (FAWE) - <http://www.fawe.org>
- Southern Africa Association of Counselling and Development in Higher Education (SSCSA) - <http://www.sscsa.org.za/>

Asia

- Asia Pacific Student Services Association (APSSA) - <http://apssa2008.hust.edu.cn/>
- Association of Southeast Asian Institutions of Higher Learning (ASAIHL) - <http://www.asaihl.asia>
- Association of Universities of Asia and the Pacific (AUAP) - <http://auap.sut.ac.th/>

Europe

- European Association for the Education of Adults (EAEA) - <http://www.eaea.org>
- European Association of International Education (EAIE) - <http://www.eaie.org/>
- European Council for Student Affairs (ECStA) - <http://www.ecsta.org/sam/>
- European Democrat Students (EDS) - <http://www.edsnet.org/new/>
- European Forum for Student Guidance (FEDORA) - <http://fedora.plexus.leidenuniv.nl/>
- European Law Students' Association (ELSA) - <http://www.elsa.org>
- European Students' Forum/Association des États Généraux des Étudiants de l'Europe (AEGEE Europe) - <http://www.aegEE.org>
- European University Association (EUA) - <http://www.eua.be/eua>
- European University Centre For Peace Studies (EPU) - <http://www.aspr.ac.at>
- European University Colleges Association (EUCA) - info@medineurope.com; website:<http://www.euca.eu>
- European Youth Forum (CENYC) - <http://www.youthforum.org>
- The National Union of Students in Europe (ESIB) - <http://www.esib.org/>

Middle East

- Association of Arab Universities (AARU) - <http://www.aaru.edu.jo>

North America and the Caribbean

- Association of Caribbean Higher Education Administrators (ACHEA) - <http://sta.uwi.edu/achea/index.htm>
- Caribbean Tertiary Level Personnel Association - <http://www.ctlpa.org.jm/>
- Council of Higher Education Management Association (CHEMA) - www.chemanet.org/
- Inter-American Organization for Higher Education (IOHE) - <http://www.oui-iohe.qc.ca>

Oceania

- Australia/New Zealand Student Services Association (ANZSSA) - www.anzssa.org/

South America

- Inter-American Organization For Higher Education (IOHE) - <http://www.oui-iohe.qc.ca>
- Latin American Continental Students Organization (OCLAE) - <http://www.oclae.cu>
- Pan-American Association of Educational Credit Institutions - <http://www.apice.org.co>

International

- Association of Arab Universities - <http://www.aaru.edu.jo/>
- Association of Commonwealth Universities (ACU) - <http://www.acu.ac.uk>
- Catholic International Education Office - <http://www.infoiec.org>
- College and University Home Pages, Geographical Listing Website - <http://www.mit.edu:8001/people/cdemello/geog.html>
- Community of Mediterranean Universities (Cmu) - <http://www.ei-ie.org>
- Education International - <http://www.ei-ie.org/en/index.php>
- International Association of Campus Law Enforcement Administrators (IACLEA) - <http://www.iaclea.org>
- International Association for Counselling (IAC) - <http://www.iac-irtac.org>
- International Association of Dental Students (IADS) - <http://www.iads.ndirect.co.uk/>
- International Association for Educational Assessment (IAEA) - <http://www.iaea.info/index.php>
- International Association for Educational and Vocational Guidance - <http://www.IAEVG.org/>
- International Association for the Exchange of Students for Technical Experience (IAESTE) - <http://www.iaeste.org/>
- International Association of Students in Agriculture and Related Sciences (IAAS) - <http://www.iaasworld.org>
- International Association of Students in Economics and Management (AIESEC) - <http://www.aiesec.org>
- International Association of Student Affairs and Services (IASAS). Contact: Roger B. Ludeman, Executive Director - iasas@hotmail.com

- International Association of Universities (IAU) - <http://www.unesco.org/iau/>
- International Association of University Presidents (IAUP) - <http://www.ia-up.org>
- International Association of University Professors and Lecturers (IAUPL) - autonomesup@free.fr
- International Baccalaureate Organization (IBO) - <http://www.ibo.org>
- International Consortium of Educational Development (ICED) - <http://www.abo.fi/ied/iced.htm>
- International Coordination Council of Educational Institutions Alumni (Ex: Corporation Inconvuz)- <http://www.inconvuz.ru> (site in Russian)
- International Council for Adult Education (ICAE) - <http://www.icae.org.uy>
- International Council for Education of People with Visual Impairment (ICEVI) - <http://www.icevi.org/>
- International Council for Health, Physical Education, Recreation, Sport and Dance (Ichper) - <http://www.ichpersd.org>
- International Council for Open and Distance Education (ICDE) - <http://www.icde.org>
- International Cultural Youth Exchange (ICYE) - <http://www.icye.org>
- International Federation of Catholic Universities (IFCU) - <http://www.fiuc.org>
- International Federation of Medical Students Associations (IFMSA) - <http://www.ifmsa.org>
- International Federation of University Women (IFUW) - ifuw@ifuw.org
- International Forestry Students Association (IFSA) - Secretariat@ifsa.net
- International Movement of Catholic Students/Mouvement International des Étudiants Catholiques (IMCS - MIEC) - MIEC@compuserve.com
- International Network for Cultural Diversity (INCD) - <http://www.incd.net>
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE) - <http://www.inqaahe.org>
- International Organization for the Right to Education and Freedom of Education - <http://www.oidel.ch>
- International Pharmaceutical Students' Federation (IPSF) - <http://www.ipsf.org>
- International Student Union (ISU) - <http://www.stud.unit.no/studorg/fsu/>
- International Union for Health Promotion and Education (IUHPE) - <http://www.iuhpe.org>
- International Union of Students (IUS) - <http://www.stud.uni-hannover.de/gruppen/ius>
- International Youth Hostel Federation (IYHF) - <http://www.iyhf.org>

- Pax Romana - International Movement of Catholic Students and International Catholic Movement for Intellectual Cultural Affairs (IMCS-ICMICA) - <http://www.paxromana.org>; <http://www.imcs-miec.org>
- Union of Latin American Universities (ULAU) - <http://www.udual.org>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). Education Information Service - <http://www.education.unesco.org>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). Division of Higher Education, Unit for the World Conference on Higher Education - http://portal.unesco.org/education/en/ev.php-URL_ID=44351&URL_DO=DO_TOPIC&URL_SECTION=201.html
- United World Colleges (UWC) - <http://www.uwc.org>
- World Assembly of Youth (WAY) - <http://www.way.org.my>
- World Association for Cooperative Education (WACE) - <http://www.waceinc.org>
- World Association For Educational Research (WAER) - <http://amseamcewaer.educ.usherbrooke.ca/>
- World Council of Comparative Education Societies (WCCES) - <http://www.wcces.net/>
- World Student Christian Federation (WSCF) - <http://www.wscfglobal.org/index.php>
- World Union of Jewish Students (WUJS) - <http://www.wujs.org.il/>

Other international resources

- Global Alliance for Transnational Education (GATE). An informational database for the evaluation of academic credentials, transnational education, and training opportunities from accredited institutions worldwide - <http://www.jones.com/gate/>
- Global Education Database (GED). Complete database developed by the United States Agency for International Development (USAID) Center for Human Capacity Development to provide the Agency and its development partners with selected statistical data on international education in an easy-to-use electronic format - <http://qesdb.cdie.org/ged/index.html>
- International Handbook of Universities - <http://www.unesco.org/iau/directories/handbook.html>
- World Higher Education Database (WHED) - <http://www.unesco.org/iau/directories/index.html>

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ACRONYM	Organization or Term
AACUHO	Australasian Association of College and University Housing Officers
AAICU	Association of American International Colleges and Universities
ACHEA	Association of Caribbean Higher Education Administrators
ACHUHO-I	Association of College and University Housing Officers-International
ACPA	American College Personnel Association
ACPA	College Student Administrators International
ACPA	American College Personnel Association
ACT	American College Testing programme
ACUI	Association of College Unions International
AGCAS	Association of Graduate Careers Advisory Services
AGI	African Gender Institute
AHEAD	Association of Higher Education Access and Disability
AIDS	Acquired Immunodeficiency Syndrome
AIE	Association of International Education, Japan
AMOSSHE	
ANDISU	Associazione Nazionale degli Organismi per il Diritto allo Studio Universitario
ANZSSA	Australian and New Zealand Student Services Association Inc.
ANZSSA	Australia and New Zealand Student Services Association
APSSA	Asia Pacific Student Services Association
APSSA	Asia Pacific Student Service Association
ARC	Academic Registrars' Council
ARV	antiretroviral
ATEM	Association for Tertiary Education Management Inc.
ATLAANZ	Association of Tertiary Learning Advisors of Aotearoa/New Zealand.
AUA	Association of University Administrators
AUBG	American University in Bulgaria
CACEE	Canadian Association of Career Educators and Employers

ACRONYM	Organization or Term
CACUSS	Canadian Association for College and University Student Services
CADSPPE	Canadian Association of Disability Service Providers in Post-Secondary Education
CAISJA	Canadian Academic Integrity and Student Judicial Affairs
CALEA	Commission on Accreditation for Law Enforcement Agencies, Inc.
CAMPROSA	Campus Protection Society of Southern Africa
CAS	The Council for the Advancement of Standards in Higher Education
CCCMU	Consejo of Colegios Mayores Universitarios de España
CHET	Centre for Higher Education Transformation
CNOUS	Centre national des oeuvres universitaires et scolaires
CONDDE	National Council of Sports Education (CONDDE in its Spanish acronym)
CPANZ	Career Practitioners Association of New Zealand
CROUS	Centre Regional des oeuvres universitaires et scolaires
CSN	Centrala Studiestödsnämnden
CSSI	Confederation of Student Services in Ireland - www.cssi.edu.ie
CTLPA	Caribbean Tertiary Level Personnel Association
CUCCA	Canadian University and College Counselling Association
CUSAI	Colleges and Universities Sports Association of Ireland - www.cusai.ie
DFAT	Department of Foreign Affairs and Trade (Australia)
DSW	Deutsches Studetenwerk
EAIE	European Association for International Education
ECSTA	European Council for Student Affairs
EHEA	European Higher Education Area
EOPHEA	Equal Opportunity Practitioners in Higher Education Australia
FAPSA	Financial Aid Practitioners of South Africa
FAWESA	Forum for African Women Educationalists, South Africa
FBFE	National Council on Faiths and Beliefs in Further Education
FYE	First Year Experience

ACRONYM	Organization or Term
GAIN	Gender in Africa Information Network
GCA	Graduate Careers Australia
GUNI	Global University Network for Innovation
HEA	Higher Education Administration (of Ireland)
HESA	Higher Education South Africa
HIV	Human immunodeficiency virus
HKSSA	Hong Kong Student Services Association
HSV	Högskoleverket
IACLEA	International Association of Campus Law Enforcement Administrators
IASAS	International Association of Student Affairs and Services,
IOTI	Institutes of Technology Ireland
ISANA	International Education Association
ISB	Indian School of Business
ISE	Institute for Shipboard Education
IT	Information Technology
JASSO	Japan Student Services Organization
KBTU	Kazakhstan British Technical University
KIMEP	Kazakhstan Institute of Management, Economics and Strategic Planning
LGBT	Lesbian, gay, bisexual, and transgender
NACE	National Association of College Employers
NACE	National Association for Colleges and Employers
NACUC	National Association of College and University Chaplains
NAGCAS	National Association of Graduate Careers Advisory Services
NASFAA	National Association of Financial Aid Administrators
NASPA	Student Affairs Administrators in Higher Education
NASSA	National Aboriginal Student Services Association
NFUCA	National Federation of University Cooperative Associations

Annex 2. Acronyms and abbreviations

ACRONYM	Organization or Term
NGOs	Non-governmental organizations
NMIMS	Narsee Monjee Institute of Management Studies (Mumbai)
NSS	United Kingdom National Student Survey
NZTEAP	New Zealand Association of Tertiary Accommodation Professionals
OACUHO	Ontario Association of College and University Housing Officers
OECD	Organisation for Economic Co-operation and Development
ONOUSC	Office national des œuvres universitaires sociales et culturelles
OVE	Observatoire national de la Vie Etudiante
PAASA, Inc.	Philippine Association of Administrators of Student Affairs
PMTCT	Preventing mother-to-child transmission
RLPA	Residence Life Professional Association
SA	Students Affairs
SAHPC	South African Health Professionals Council
SAIRR	The South African Institute of Race Relations
SASA	Student Affairs and Services Association
SIS	Student Information System
SRC	Student Representative Councils (South Africa)
SSAO	Senior student affairs and services officer
SSBF	Svenska Studentbostadsföreningen
STW	Studentenwerke
SWOT	Strengths (internal), Weaknesses (internal), Opportunities (external) and Threats (external)
TAHLISO	Tanzania Higher Learning Institutions Student Organization
TCMA	Tertiary Campus Ministry Association
TEDCA	Tertiary Education Disability Council of Australia
UCANZ	University Careers Advisers of New Zealand
UCLA	
UGC	University Grants Committee

ACRONYM	Organization or Term
UNE	Uniao Nacional des Estudantes
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAB	Students' Accommodation Bureau
USAID	United States Agency for International Development
UVA	University of Virginia
UWI	University of the West Indies
VHS	Verket för Högskoleservice
WCHE.	World Conference on Higher Education
ZICOSU	Zimbabwe Congress of Student Union
ZINASU	Zimbabwe National Students Union
ZUSA	Zimbabwe Universities Sports Association



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